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ABSTRACT

The 1983-1984 evaluation of the TRIO/Special Services program at the University of Minnesota, General College, is presented. Program goals and course descriptions for the integrated course of study are described, as are counseling and tutoring services, student eligibility, and characteristics of program participants. A demographic profile for students in each program component covers variables such as race, sex, educational history, and academic preparedness. The participating students are also compared to a control group selected from General College freshmen who did not receive special services. Information is presented on traditional measures of program effectiveness, including grade point averages, credit completion, and overall student retention rates. Students' evaluation of the program, based on responses to a student satisfaction survey, are reported, along with the results of exit reviews and interviews with students who had previously completed the program. Information is also provided on the objectives and outcomes of a seminar designed to meet students' academic and support needs, an administrator evaluation, and the progress of past years' students. Questionnaires and forms used to collect evaluation data are appended. (SW)

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# TRIO

## special services

# FINAL REPORT

# 1984

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University of Minnesota

# TRIO Special Services Program Evaluation

Final Report

1983-1984

Sherry Read
University of Minnesota
General College

## Director's Acknowledgement

This is the fourth in a series of annual reports on the TRIO Special Services project in the General College of the University of Minnesota prepared by Sherry Read. Read's reports embody the best traits of academic evaluations. They are thorough, readable, and--most importantly--helpful in providing feedback and giving new directions to the project.

The ideas, energy, and commitment of many people have made Special Services succeed in General College. But no one has done more than Sherry Read, who has our thanks.

Terry Collins
Director, Special Services for Disadvantaged Students, 1982-1984

Acknowledgements

Thank you Julie Lawson and Bernice Vetsch for sheer endurance and unwavering excellence.

Thanks also to Ann Wade for conducting student interviews for this report.

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## EXECUTIVE SUMMARY

The TRIO Special Services program at the University of Minnesota, General College (GC), the subject of this evaluation, is a Special Services project. It has been in operation since the 1980-81 academic year. The overall goal of federal Special Services programs, first funded in 1965, is to retain the target population until successful completion of a postsecondary degree. The target population is defined as students who meet one or more of three program eligibility criteria: low income status (i.e., 150 percent of poverty levels), physically handicapped, or first generation college student (i.e., neither parent obtained a postsecondary degree).

### TRIO Special Services 1983-84 Program Description

In addition to the overall Special Services program goal of retention to graduation of its participants, the TRIO Special Services program's goal is to provide services which prevent non-traditional freshmen from becoming victims of the "revolving door" syndrome; that is, entering and leaving college before achieving any success in higher education. Now, in its fourth year, the TRIO Special Services program has three components:

1) The Integrated Course of Study is a group of courses taught by General College Faculty and counselors designed to be taken concurrently. These courses include a Survival Seminar course, which concentrates on study skills, career planning, and stress management; a writing lab; math courses; and courses in such areas as urban problems, arts, and psychology. Educational counseling and tutoring are also included in the Integrated Course of Study. One hundred eighty-one students were served during 1983-84 through Winter 1984.

2) Counseling services are available for students to receive assistance in dealing with educational, vocational, and personal concerns. Sixty-five students were served during 1983-84 through Winter 1984.

3) Tutorial services are available, with individual tutors, to aid students with the development of their reading and writing skills. Ninety-seven students were served during 1983-84 through Winter 1984. Some English-As-a-Second Language, handicapped students, and some third and fourth year TRIO students are included in this group.

### 1983-84 TRIO Student Demographic Profile

At the beginning of their freshman year, students complete a general intake survey. When compared to a control group of non-TRIO students who were eligible to receive services, TRIO students generally can be characterized at the start of their college career as being:

- older than average (TRIO = 22.28 versus Control group 20.35)
- TRIO has a larger concentration of minority students (TRIO = 43 percent minority versus Control = 16 percent minority)
- more TRIO students receive financial aid (TRIO = 78 percent versus Control = 70 percent)

- TRIO students score lower on English placement tests than Control group students, but about the same as the Control group in math (even slightly better in algebra). (This is a result of the high concentration of English-As-a-Second Language students in TRIO with low English ability and higher math scores.)

1983-84 Student Outcomes for the Academic Year

Academic progress is measured in three ways: retention, grade point average (GPA), and credit completion as compared to a control group of students who were eligible to receive services but who did not participate in the program.

Retention (students maintaining continuous registration): TRIO students were retained at a rate of 92 percent compared to 80 percent for the control group.

GPA (on a 4 point scale, A=4, B=3, C=2, D=1, N=no credit; Ns are not included): TRIO students received a GPA of 2.64 compared to the control group's GPA of 2.24).

Credit Completion: TRIO students and control group students completed 81 percent and 71 percent respectively of those courses they attempted.

These data demonstrate that TRIO students, although not as well prepared as the control group, were able to stay in school and complete courses at comparable levels and receive better grades.

1983-84 Student Satisfaction with the TRIO Special Services Program

Integrated Course of Study students were asked to evaluate the TRIO program on a 14 item, 5 point scale where 1=not at all satisfied and 5=highly satisfied. Overall, they rate the program 3.48, a positive response.

TRIO Special Services Program to Date: A Summary and Follow-Up on 1980-81, 1981-82, 1982-83, and 1983-84

The TRIO Special Services program at the University of Minnesota has been in operation for four years serving an average of 364 students annually.

Retention: During their freshman year, the year of their primary involvement with the program (some students continue to receive counseling and tutoring after their freshman year), students have been retained at a rate of approximately 85 percent compared to approximately 77 percent for the control group.

Retention at General College: Follow-Up Study
as of Winter 1984

| | 1st Year in GC | | 2nd Year in GC | | 3rd Year in GC | | 4th Year in GC | |
|---|---|---|---|---|---|---|---|---|
| | TRIO | Control | TRIO | Control | TRIO | Control | TRIO | Control |
| 1980-81 | 84% | 68% | 50% | 46% | 25% | 19% | 35% | 25% |
| 1981-82 | 81% | 72% | 51% | 50% | 47% | 40% | | |
| 1982-83 | 83% | 86% | 74% | 86% | | | | |
| 1983-84 | 92% | 80% | | | | | | |

GPA and average credits completed have been calculated for students remaining in GC as indicators of academic success.

Cumulative GPA (Ns excluded), GC students only as of Winter 1984

| | 1st Year | | After 2nd Year | | After 3rd Year | | After 4th Year | |
|---|---|---|---|---|---|---|---|---|
| | TRIO | Control | TRIO | Control | TRIO | Control | TRIO | Control |
| 1980-81 | 2.79 | 2.88 | 2.64 | 2.74 | 2.66 | 2.46 | 2.42 | 2.71 |
| 1981-82 | 2.78 | 2.61 | 2.67 | 2.51 | 2.62 | 2.58 | | |
| 1982-83 | 2.90 | 2.67 | 2.87 | 2.64 | | | | |
| 1983-84 | 2.64 | 2.24 | | | | | | |

On a 4-point scale (A=4, B=3, C=2, D=1, N=0)

Summary

During its four years of operation, TRIO Special Services has had an average of 364 student participants each year. Those students rate themselves as less adequate to meet the challenge of university survival than do students who are also eligible to receive services (low income, handicapped, or first generation college students), but choose not to participate. By the end of their freshman year, they stay in school, finish a comparable number of credits, and make better grades that the TRIO-eligible control group.

Results from subsequent years are difficult to interpret. Sometimes TRIO students outperform the control group, sometimes the control group is more successful. However, since TRIO students are generally less well prepared than control students, the finding may lean slightly in favor of the TRIO students. TRIO has had some modest success. Long term studies should continue.

# CHAPTER I
# INTRODUCTION

## Background

The TRIO/Special Services program at the University of Minnesota's General College has been in operation for four years. From the outset, the program has maintained files on each of the students receiving services. The thrust of this data collection effort has been twofold, first to document the services provided and provide information for the Department of Education monitoring, and secondly to establish a data base which allows for systematic program evaluation. The following section details the evaluation plan used in the 1983-84 evaluation (Chapter I).

## Evaluation Plan

### I. Part One. 1983-84 TRIO/Special Services Program

This program evaluation meets three major needs. First, the evaluation provides a description of program operations, services offered, the program participants, and student eligibility. Secondly, program effectiveness is assessed in terms of student outcomes. Finally, individual program services are examined as an internal feedback measure, aiding in the initiation of program changes and improvements for subsequent quarters.

The program description outlines the goals, organization, and services offered by the Special Services program at General College. This section is included to familiarize the reader with the program and set the stage for the evaluation (Chapter II).

### Student Demographic Profile

The student demographic profile describes the population of the students in each program component in terms of race, sex, educational history, academic preparedness, and a number of other variables. The students are also compared to a control group selected from General College freshmen who meet the TRIO eligibility critera but did not receive Special Services (Chapter III).

### Determining Program Effectiveness

Several techniques have been employed in order to determine program effectiveness. Traditional student outcomes are examined for students in each group. These traditional measures include: gradepoint averages, credit completion (using a ratio of classes taken as compared to those completed), and overall student retention rates (which reflect the proportion of students who remain in school) (Chapter IV).

The students receiving the most intensive contact (Integrated Course of Study, ICS) also participated in a Student Satisfaction Survey. In this way, the students are able to provide direct feedback to program staff with their feelings and ideas concerning the TRIO program, its effectiveness, and how well it met their individual needs (Chapter V).

Based on exit interviews with counselors, the primary reason for leaving school given by students who did not remain at the University are summarized (Chapter VI).

Program Development

The program development portion of the evaluation describes specific project components in greater detail. In Chapter VII, a two credit Survival Seminar taken by Integrated Course of Study (ICS) students is evaluated. Chapter VIII contains an evaluation of the program director, Terry Collins', administrative performance.

II. Part II, Following 1980-81, 1981-82, and 1982-83 Student Progress: Program Effectiveness After the First Year

Each year the program is charged with the task of monitoring students from previous years on their academic progress at GC. Past student progress is summarized in Chapter IX.

## CHAPTER II
## PROGRAM DESCRIPTION

### Introduction

The Special Services program at the University of Minnesota was first provided for by a federal grant in September of 1980. It is one of the TRIO programs (Special Services, Talent Search, and Upward Bound) which function jointly to promote higher education for students who have previously had limited access to higher education. These students include minorities, physically handicapped, and low income students, as well as the educationally disadvantaged. The General College TRIO Special Services program serves primarily freshmen during their first year of college.

### Program Goals

The main goal of the TRIO program is to provide eligible freshman students academic and personal support to increase retention and persistence to graduation. This year, the continuing goals of the TRIO Special Services program are to:

--offer an opportunity for disadvantaged students to develop the skills necessary to survive in a university setting,
--promote educational success,
--provide a creditable academic program,
--provide a supportive atmosphere and reduce stress inherent in postsecondary education,
--aid students in making educational and career plans, and goal setting.
--help students to become aware of university and community resources and how to use them, and
--to make higher education more accessible to handicapped students.

### Organization

In order to accomplish these goals during the academic year, TRIO Special Services offers four program components to eligible students, each with varying degrees of intensity based on student needs. The Integrated Course of Study (ICS), the most intensive component, consists of a set of pre-selected courses which are supplemented with individual tutoring and a Survival Seminar which emphasizes basic skills, study techniques, and provides regularly scheduled academic and personal counseling. Other program components include counseling and tutoring.

### INTEGRATED COURSE OF STUDY (131 students served 1983-84)

The Integrated Course of Study (ICS) offers several carefully selected courses each quarter. The Survival Seminar (described below and in greater detail in Chapter VII) is required Fall Quarter as are two additional ICS classes. All ICS courses have tutors assigned to them, so that ICS students receive as much intensive help as they need.

Students may also take optional or elective courses. Virtually all of these courses transfer to other colleges and majors.

An integral part of the ICS is the regular meeting of counseling staff and faculty members to discuss student progress. In this way, students experiencing academic problems can be quickly brought to the attention of counselors who then contact students before more serious difficulties develop. Students in the packaged classes also share many courses, and often spontaneously create study and support groups, further contributing to their academic success.

The following listing presents course descriptions (adapted from the General College Bulletin, course syliabi, and other General College brochures--see reference notes) for the courses offered each quarter.

Integrated Course of Study Course Descriptions 1983-1984

Fall Quarter:

1. People and Problems (5 credits, GC 1211)

   A cross-cultural study of major political and economic problems in human society. Such topics as employment, productivity, inflation, and the distribution of power are examined from a social sciences perspective.

2. Literature for Children (4 credits, GC 1363)

   A survey of children's literature for parents, prospective parents, and childcare workers who wish to become acquainted with children's literature in order to guide children in selecting and reading books. Also for those who did not have the opportunity to read books--including the classics--when they were children.

3. Fundamentals of Usage and Style (3 credits, GC 1411)

   Students practice the principles of grammar, usage, and style through exercises and writing sentences and paragraphs.

4. Writing Laboratory: Personal Writing (4 credits, GC 1421)

   Students read and write descriptive narratives, characterizations, and autobiographical sketches. Personal help is provided for individual writing problems. Emphasis is on clear and effective written expression.

5. Mathematics Skills Review (5 credits, GC 1434)

   For students who have a limited background in arithmetic but who can perform the basic operations of addition, subtraction, multiplication, and division of whole numbers. Topics include fractions, percents, decimals, signed numbers, the metric system of measurement, scientific notation, ratio and proportion, formulas, and simple graphs. Emphasis on solving word problems in these areas.

6. Elementary Algebra (5 credits, GC 1435)

   For students who have a strong background in arithmetic. Topics include sets, properties, signed numbers, equations, word problems, inequalities, graphing, polynomials, factoring, fractions, and radicals.

7. Intermediate Algebra (5 credits, GC 1445)

   For students with a good background in elementary algebra. Topics include sets, real numbers, linear equalities and inequalities, polynomials, rational expressions, exponentials, roots, quadratic equations, first degree relations and functions, systems of equations, exponential function and logarithmic function.

8. Survival Seminar (2 credits, GC 1702)

   Successful completion of academic work in a highly competitive university environment requires the acquisition of a specialized body of skills and information. This course is designed to develop the basic academic skills of entering freshmen and provide the information essential to their retention of information from lectures and texts, improve their performance on exams and written assignments, learn to cope with standard university procedures, and obtain information on the campus and community resources available to support their efforts. Regularly scheduled small group and individual counseling is required.

Winter Quarter:

1. Urban Problems (5 credits, GC 1212)

   Using problem solving, students examine some major urban problems such as social class and poverty, social change, crime, and education. Emphasis is on practical activities through field work and community activities.

2. General Arts (4 credits, GC 1311/3311)

   Examines representative works of art from genres of painting, sculpture, architecture, literature, and music to discover how and why art is created and to enable students to formulate ideas and attitudes about it.

3. Writing Laboratory: Personal Writing (4 credits, GC 1421)

   See Fall Quarter.

4. Writing Laboratory: Communicating in Society (4 credits, GC 1422)

   Primarily through expository writing, but also through reading and discussion, students analyze how people communicate in society: how they perceive events, how they think about them, and how they write and talk about them.

5. Math Skills Review (4 credits, GC 1434)

   See Fall Quarter.

6. Elementary Algebra (5 credits, GC 1435)

   See Fall Quarter.

7. Intermediate Algebra (5 credits, GC 1445)

   See Fall Quarter.

8. Psychology of Personal Effectiveness (4 credits, GC 1701)

   Course emphasizes psychological concepts of personal and social adjustment in order to help students gain better understanding and acceptance of themselves and others. Students examine their own personality development and adjustment. Class discussion and individual projects are based to a large extent on students' own experiences, needs, and interests.

9. Survival Seminar (2 credits, GC 1702)

   See Fall Quarter.

Spring Quarter:

1. Biological Sciences: Principles (5 credits, GC 1131)

   Variety and relationships of living organisms illustrating general principles of biology as they apply to humans, animals, and plants. Principles drawn from such fields of study as cells, relationships of organisms in nature, heredity, chemical and physical properties of organisms, evolution, and reproduction. Students spend approximately two hours a week in a multimedia laboratory working on biological information and problems.

2. Psychology in Modern Society (5 credits, GC 1281)

   Introduction to the science of human behavior. Topics include analysis of research methods used in observing and drawing conclusions about behavior, development of behavior, human biological and social motives, place of emotion and conflict in human adjustment, how the individual perceives the environment and learns from it, and psychology of behavior in groups.

3. Writing Laboratory: Communicating in Society (4 credits, GC 1422)

   See Winter Quarter.

4. Elementary Algebra (5 credits, GC 1435)

   See Fall Quarter.

5. Trigonometry and Problem Solving (5 credits, GC 1452)

   Applied trigonometry and a formal approach to problem solving. Algebraic trigonometric concepts and graphic techniques used in practical situations dealing with measurement. Emphasis on types of problems common to science, technology, and measurement. Recommended for students with an interest in science or technical hobbies.

6. Career Planning (2 credits, GC 1502)

The career workshop is designed to assess a student's interests, abilities, needs, values, and personality through testing and subjective self-exploration. Occupational information is provided through computerized system and other printed materials. This course is for students who are undecided about their future career choices and those who need to confirm a tentative career choice.

COUNSELING (serving 64 students in 1983-84)

Counseling for Special Services students is made available through the Center for Higher Education for Low-income Persons (H.E.L.P. Center). The H.E.L.P. Center provides the following services to TRIO students:

--academic counseling
--counseling
  •financial
  •personal
  •family
  •chemical dependence
--tutorial referral and assistance
--student advocacy
--legal assistance
--program planning
--contact for community, private and public agencies
--resources for discovering additional funds
--space for students to meet, study, plan and develop peer groups
--support groups are offered each quarter and are led by peer counselors, many of whom are past TRIO students
  •Fall 1983 in the HELP Center

  1) All Issues: Wednesday 3:15 - 4:00
  2) Relationships: Tuesday 12:15 - 1:00
  3) Al-Anon: (Ask Caroline Gilbert 373-0121)
  4) Difficult Relationships: Thursday 12:15
  5) Women's Issues: 12:15 - 1:00 and 1:15 - 2:00

  •Winter 1984
  1) Monday: Health-Nutrition-Exercise, 2:15 - 3:00
  2) Monday: Relationship Issues, 12:15 - 1:00
  3) Wednesday: Special Issues Group for Women, 1:15 - 2:00
  4) Thursday: Women and Men Relating as People, 12:30 - 2:00
  5) Friday: Women's Issues, 12:15 - 3:00

  •Spring 1984
  1) Tuesday: Bridging the Cultures-Living Together, 12:15 - 1:00
  2) Tuesday: Stretching and Exercise Group, 3:15 to 4:00
  3) Thursday: Conflict in Relationships, 12:15 - 1:00
  4) Thursday: Stress Reduction, 1:15 - 2:00
  5) Friday: Women's Issues, 12:15 - 3:00

The groups are small, informal gatherings where students can talk, share ideas and explore problem solving and coping skills for dealing with issues affecting academic performance. They are a good way for students to support each other and to meet people.

In addition, during the Winter quarter of 1984, a half time graduate teaching assistant, Ann Wade, was hired by the TRIO office to conduct follow-up contacts and counseling with ICS students. She focused on students who did not take a Survival Seminar Fall Quarter and students recommended for follow-up by their H.E.L.P. Center counselors. She provided counselors with feedback on her contacts with the students or arranged meetings between students and H.E.L.P. Center staff. Her duties also included collecting data for the Student Satisfaction Survey (Chapter V) and the Exit Review Summary (Chapter VI).

TUTORING (serving 99 students in 1983-84)

General tutoring is provided at the Reading and Writing Skills Center where tutors assist students with writing papers, reading, filling out forms, improving vocabulary or spelling, learning note taking skills and library research techniques. Students may complete academic courses in a self paced, individualized mode at the center. Writing and math tutoring is also available at the H.E.L.P. Center in conjunction with the Math Department and writing instructors. The center is open during school hours and no appointments are necessary.

Non-native English speakers may receive special one-on-one tutoring through the TRIO program. Students meet with a tutor early in the quarter and write a contract for the specific goals they wish to meet during the quarter. Common goals are improvement in pronunciation and better listening comprehension.

Special tutoring services are also available for disabled (physical or learning) students when the existing services on campus are not sufficient. Among services offered are lab help, test or paper transcription, special tutoring, and limited reading for blind students. Students or instructors may call the TRIO office to schedule assistance or obtain information. The following guidelines have been established for use of this service:

1. Special Services assistants may not be used to supplant pre-existing paid services. Rather, they should be used in cases where pre-existing services are not adequate to give the student the opportunity to succeed in a full range of coursework.

2. Disabled students may receive help in academic areas; the tutors are not to be asked to provide routine personal assistance for students.

3. Assistants are generally available throughout the week (evenings inclusive). Their time will be assigned on a first-come basis.

4. As much as possible, tutoring or other academic services should be scheduled in advance (376-9610; 376-9462 TTY; in person at 124 Nicholson).

5. The Special Services office must maintain records which allow us to report on students served, including frequency and duration of assistance and the nature of the disability which makes a student eligible for assistance.

6. The Special Services director may limit any student's use of assistants if necessary.

7. Students and assistants must observe any directions or limits imposed on them by instructors in courses for which assistance is sought. Ordinarily, the student should inform the instructor of the assistance received and pass on to the tutor any restrictions that the instructor imposes. Instructors who request assistance are responsible for setting their own limits on the assistance.

1983-84 Student Eligibility

In order to be eligible to receive special services, students must meet one of three federal eligibility criteria: physical disability, low income, or first generation college students. These criteria are defined as follows:

1. Physically Handicapped (from the Federal Register, March 3, 1982, p. 9151):

> "Physically handicapped," with reference to an individual, means a person who, because of a physical disability, needs specifically designed instructional materials or programs, modified physical facilities, or related services in order to participate fully in the experience and opportunities offered by postsecondary educational institutions.

Physically handicapped has been interpreted to include specific learning disabilities as outlined in a letter written by Richard T. Sonnergren, Director, Division of Student Services, Office for Postsecondary Education, Department of Education, July 2, 1984:

> "Specific learning disability" means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain disfunction, dyslexia, and developmental aphasia. The term does not include individuals who have learning problems which are primarily the result of visual, hearing or motor handicaps, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

2. First Generation College Student

To be considered a first generation college student, neither of the student's parents can have completed a degree from a four year postsecondary institution (B.A., B.S., et cetera).

3. Low Income

The income guidelines for 1983-84 state that a student must have income at a level lower than 150 percent of the federal poverty guidelines. The poverty figures as established by the Bureau of

Census - U. S. Department of Commerce, for determining student eligibility are outlined below:

| Family Size | 150% Poverty |
|---|---|
| 1 | $ 7,290 |
| 2 | 9,810 |
| 3 | 12,330 |
| 4 | 14,850 |
| 5 | 17,370 |
| 6 | 19,890 |
| 7 | 22,410 |
| 8 | 24,930 |
| 9 or more | add $2,520 for each additional member |

NOTE: The above income figures are already converted to 150 percent of poverty.

Within each Special Services program, two-thirds of the students must be either:

a) first generation and low income

or

b) physically handicapped.

The other one-third can meet any one of the three criteria (e.g., physically handicapped).

While all documentation was not complete when these data were analyzed, a breakdown of program components by eligibility criteria is presented in Table II-II. Of the students with completed eligibility files, fifty-three percent were either first generation and low income or physically disabled. Forty-seven percent were either first generation only or low income only. This information is incomplete because of the early reporting date. About fifteen percent of the eligibility data had not yet been documented by April 1984.

Program Utilization

Again this year, data were collected on the actual number of times each student received a TRIO funded service and the duration in minutes of that service during the first two quarters (Fall and Winter) of the academic year. These data are presented in Table II-III.

The ICS students received the greatest average number of contacts per student at 19.7 contacts with an average duration of forty-six (46) minutes per contact. Counseling students visited TRIO counselors an average of twelve times during the first two quarters (mean = 12.3), with each visit lasting about twenty-three minutes (mean = 23.3 minutes). The tutoring students received services an average of eleven times during Fall and Winter, with each contact lasting an average of forty minutes. Overall, TRIO students had fifteen contacts with staff for an average time of forty minutes per contact.

The next chapter describes briefly some student demographics.

TABLE II-I

1983-84
TRIO Special Services
Breakdown by Program Components

| Program Component | N | % |
|---|---|---|
| Integrated Course of Study (ICS) | 131 | 44% |
| Counseling (includes some students from previous years) | 63 | 22% |
| Tutoring (includes regular tutoring, tutoring for ESL students, and handicapped students) | 97 | 34% |
| | 291 | 100% |

TABLE II-II

1983-84
TRIO Special Services
Eligibility by Program Component

| Eligibility Criteria | ICS N | ICS % | Counseling N | Counseling % | Tutoring N | Tutoring % | TRIO Total N | TRIO Total % |
|---|---|---|---|---|---|---|---|---|
| First generation only | 42 | 32% (40%) | 10 | 16% (19%) | 33 | 34% (42%) | 85 | 29% (36% |
| Low income only | 11 | 8% (10%) | 10 | 16% (19%) | 5 | 5% ( 6%) | 26 | 9% (11%) |
| Disability only | 5 | 4% ( 5%) | 2 | 3% ( 4%) | 1 | 1% ( 1%) | 8 | 3% ( 3%) |
| First generation/ Low income | 31 | 24% (29%) | 29 | 46% (55%) | 36 | 37% (46%) | 96 | 33% (40%) |
| First generation/ Disability | 6 | 5% ( 6%) | - | - - | 1 | 1% ( 1%) | 7 | 2% ( 3%) |
| Low income/Disability | 8 | 6% ( 8%) | - | - - | - | - - | 8 | 3% ( 3%) |
| First generation/Low income/Disability | 3 | 2% ( 3%) | 2 | 3% ( 4%) | 3 | 3% ( 4%) | 8 | 3% ( 3%) |
| Incomplete documentation | 24 | 18% (23%) | 10 | 16% (19%) | 18 | 19% (23%) | 45 | 15% - |
| Ineligible | 1 | <1% | - | - - | - | - - | 1 | <1% - |
| Total | 131 | 100% | 63 | 100% | 97 | 100% | 281 | 100% |
| Fully documented as of April 1984 | 106 | 80% | 53 | 84% | 79 | 91% | 239 | 82% |

Percentage in parentheses equals the percent of students among the documented group (130 - 24 undocumented = 106).

TABLE II-III

1983-84*

TRIO Program Utilization Summary

Total number of students receiving services, mean ($\bar{x}$); contacts and mean ($\bar{x}$) duration per contact (in minutes)

| Service Offered | ICS | | | Counseling | | | General Tutoring | | | TRIO Total | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | $\bar{x}$* | $\bar{x}$** | N | $\bar{x}$* | $\bar{x}$** | N | $\bar{x}$* | $\bar{x}$** | N | $\bar{x}$* | $\bar{x}$** |
| | ($\bar{x}$*=mean N of students receiving service; $\bar{x}$**=mean duration of contact in minutes) | | | | | | | | | | | |
| 1. Services for physically disabled | 0 | - | - | 0 | - | - | 18 | 7.2 | 119.0 | 18 | 7.2 | 119.0 |
| 2. Services for students of limited English speaking ability | 0 | - | - | 0 | - | - | 18 | 18.3 | 42.6 | 18 | 18.3 | 42.6 |
| 3. Special student orientation | 132 | 1.0 | 60.0 | 0 | - | - | 0 | - | - | 132 | 1.0 | 60.0 |
| 4. Individual counseling | 94 | 8.9 | 21.7 | 63 | 11.4 | 23.3 | 10 | 5.7 | 28.1 | 167 | 9.7 | 22.6 |
| 5. Group counseling | 76 | 10.0 | 60.0 | 0 | - | - | 0 | - | - | 76 | 10.0 | 60.0 |
| 6. Tutoring | 33 | 3.5 | 22.2 | 16 | 4.0 | 23.2 | 86 | 7.0 | 21.1 | 135 | 5.8 | 21.4 |
| 7. Basic skills instruction | 76 | 10.0 | 60.0 | 0 | - | - | 0 | - | - | 76 | 10.0 | 60.0 |
| Total | 132 | 19.7 | 46.0 | 64 | 12.3 | 23.3 | 99 | 11.3 | 39.1 | 295 | 15.3 | 40.3 |

TOTAL NUMBER OF CONTACTS: 4,514
TOTAL NUMBER OF HOURS: 3,032

*Includes data from Fall and Winter quarters only.

## CHAPTER III
## STUDENT DEMOGRAPHIC PROFILE

### Introduction

The following section is a summary of demographic information for the students in each of the TRIO program components: Integrated Course of Study (ICS), Counseling, and Tutoring groups. To provide comparative data, a control group was selected from TRIO-eligible General College freshmen, and these students are also described in the section.

### Method

As a part of the routine General College orientation process, the following information was collected for each student:

1. General College Student Survey (GCSS)

   The General College Student Survey is a basic intake form which asks students for demographic information such as age, sex, and ethnic background. Several additional questions ask students about educational, personal, and career planning services they may need.

   Since a number of students do not attend the full two-day orientation during which data are collected, many students did not complete the General College Student Survey. Seventy-seven percent of the TRIO students completed this survey and seventy-three percent of the control group. (For more complete data, the number and percent responding by group are displayed in Table III-I.) While there is no reason to believe that respondents differ from non-respondents, the summary comments made for these groups should be limited to those who actually completed the questionnaire.

2. General College Placement Program (GCPP).

   The GCPP is a battery of tests primarily used for placement and planning purposes. It includes five sections, two dealing with language and three with mathematics:

   a. Reading Placement Test

      This test is distributed by the Comparative Guidance and Placement Program of the College Board (Educational Testing Service, 1977) and consists of eight passages with associated questions regarding the content. The test focuses on reading comprehension, inference-making ability, and vocabulary in context. It is normed on more than 30,000 students from primarily two year institutions of higher education and vocational education across the country (ETS, 1977).

   b. Written English Expression Placement Test

      This test concerns sentence structure and the clear, logical expression of ideas (ETS, 1977). It is also distributed by ETS and normed on the same group of students described above.

c. Mathematics Test: Whole Numbers Subtest

This test consists of seven items which require the performance of addition, subtraction, multiplication, and division using whole numbers only. The mathematics test was developed at General College and normed on General College students (Brothen, et al., 1981).

d. Arithmetic Subtest

This test includes twenty-five items and requires the same operations (addition, subtraction, multiplication, and division) using whole numbers, fractions, decimals, and percents. This test was developed at General College and norms were established for GC students (Brothen, et al., 1981).

e. Algebra Subtest

This test consists of twenty questions which require the student to solve elementary algebraic equations and inequalities, use negative integers, and find the slope of a line. This test was also developed at General College and normed on GC students (Brothen, et al., 1981).

Method - Subjects

The subjects described in this study represent four groups:

a. ICS Students - all students enrolled in the Integrated Course of Study (ICS) are included in the study.

b. Counseling Students - all General College freshmen who were eligible for the Special Services program (by low income, first generation college student, or handicapped) and utilized the counseling facilities two or more times during the academic year were included in the study. Second and third year TRIO Special Services students receiving counseling are also included in this group.

c. General Tutoring Group - all General College freshmen who were eligible for Special Services and made use of direct personal tutoring two or more times were included in the study. Some of these students also received counseling. Second and third year TRIO Special Services students receiving tutoring are included in this group. Students enrolled in General College Individual Study in Oral Communication, a special individual tutorial for English-as-a-second language students, and students receiving special tutoring for the physically handicapped and learning disabled are also included in this group.

d. Control Group - a control group of 45 students was randomly selected from General College freshmen eligible for Special Services who had not participated in the TRIO program during the academic year.

Eligibility for TRIO groups is outlined in Chapter II. The control group, broken down by type of eligibility, follows:

| Control Group Eligibility | N | % |
|---|---|---|
| First generation only | 32 | 71% |
| Low income only | 3 | 7% |
| Disability only | 0 | 0% |
| First generation/low income | 8 | 18% |
| First generation/disability | 0 | 0% |
| Low income/disability | 1 | 2% |
| First generation/low income/ disability | 1 | 2% |
| | 45 | 100% |

Results

-TRIO students are older than control group students with a mean age of 22.28 as compared to 20.35 for the control group (Table III-II).

-The control group is comprised of more males than females (61 percent male, 39 percent female), but the TRIO group is evenly distributed overall but more females engaged in counseling and more males received tutoring services.

-On the battery of placement tests given at the beginning of the academic year, TRIO students scored lower in reading and writing than the control group, at a comparable level in whole numbers and arithmetics, and slightly higher in algebra. Both groups had test scores lower than the thirty-fifth percentile of GC norms (Brothen, 1981). (Table III-VI.)

Discussion

While an effort was made to provide a control group that was similar in background to TRIO students by selecting a control group of TRIO-eligible students who did not receive special services, there are in fact some striking differences between these two groups. TRIO students come from backgrounds which do not normally lend themselves to success in higher education. They are older, many are minority students, most receive financial aid.

The make-up of the TRIO group is influenced by the type of students who voluntarily apply for special services. The groups include many Asian students, single parents, learning disabled students, and physically disabled students. The low placement scores in English reflect the high concentration of non-native speakers. Higher math scores can also be attributed to this Asian population.

Chapter IV summarizes the academic progress of the students described in this section.

TABLE III-I

1983-84
Number of Students Completing the General College Student Survey (GCSS)

| | ICS | Counseling | Tutoring | Control | TRIO Total |
|---|---|---|---|---|---|
| Total students | 131 | 63 | 97 | 45 | 291 |
| Number completing GCSS | 117 | 50 | 58 | 33 | 225 |
| Percent completing GCSS | 89% | 79% | 60% | 73% | 77% |

TABLE III-II

Age of Students

| | ICS | Counseling | Tutoring | Control | TRIO Total |
|---|---|---|---|---|---|
| N | 117 | 49 | 54 | 33 | 220 |
| $\bar{X}$ Age | 21.07 | 25.00 | 22.43 | 20.35 | 22.28 |

TABLE III-III

Sex of Students

| | ICS | | Counseling | | Tutoring | | Control | | TRIO Total | |
|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % |
| Female | 62 | 53% | 35 | 70% | 20 | 35% | 13 | 39% | 117 | 52% |
| Male | 55 | 47% | 15 | 30% | 37 | 65% | 20 | 61% | 107 | 48% |
| Total | 117 | 100% | 50 | 100% | 57 | 100% | 33 | 100% | 224 | 100% |

TABLE III-IV

Ethnic Background of Students

| | ICS | | Counseling | | Tutoring | | Control | | TRIO Total | |
|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % |
| American Indian | 2 | 2% | 1 | 2% | 0 | - | 2 | 6% | 3 | 1% |
| Asian American | 2 | 2% | 0 | - | 9 | 16% | 1 | 3% | 1 | < 1% |
| Black Non-Hispanic origin | 20 | 18% | 11 | 22% | 0 | - | 1 | 3% | 32 | 15% |
| Hispanic | 3 | 3% | 2 | 4% | 6 | 11% | 0 | - | 11 | 5% |
| Vietnamese | 1 | 1% | 3 | 6% | 24 | 42% | 0 | - | 28 | 13% |
| Caucasian, Non-Hispanic | 79 | 70% | 31 | 62% | 9 | 16% | 26 | 84% | 119 | 57% |
| Other | 6 | 5% | 2 | 4% | 9 | 16% | 1 | 3% | 17 | 8% |
| Total | 113 | 100% | 50 | 100% | 57 | 100% | 31 | 100% | 210 | 100% |

TABLE III-V

Students Receiving Financial Aid

| | ICS | | Counseling | | Tutoring | | Control | | TRIO Total | |
|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % |
| Yes | 85 | 68% | 35 | 70% | 91 | 95% | 23 | 70% | 211 | 78% |
| No | 40 | 32% | 15 | 30% | 5 | 5% | 10 | 30% | 60 | 22% |
| Total | 125 | | 50 | | 96 | | 33 | | 271 | |

TABLE III-VI

General College Placement Program Test Scores

| | ICS (N=119) $\bar{X}$ | Counseling (N=52) $\bar{X}$ | Tutoring (N=84) $\bar{X}$ | Control (N=45) $\bar{X}$ | TRIO Total (N=256) $\bar{X}$ |
|---|---|---|---|---|---|
| Reading (max. score = 35) | 22.02 | 20.54 | 13.92 | 23.15 | 18.98 |
| Writing English Expression (max. score = 40) | 23.59 | 23.44 | 17.42 | 24.55 | 19.23 |
| Whole Numbers (max. score = 7) | 5.59 | 5.37 | 5.30 | 5.45 | 5.42 |
| Arithmetic (max. score = 25) | 15.42 | 14.67 | 16.90 | 15.70 | 15.69 |
| Algebra (max. score = 20) | 8.66 | 8.02 | 11.29 | 9.70 | 9.36 |

# CHAPTER IV
# STUDENT OUTCOMES

## Introduction

The primary questions of interest in this evaluation are:

1) Did TRIO students stay in school? and
2) Were they successful in school?

To answer the first question, the overall retention rate for the program (the proportion of students who remained in school continuously from their entry into the program to the end of the year) is examined. The most widely used measures of academic success are the grade point average (GPA) and the proportion of completed credits for each student (credit completion ratio, CCR). These measures take into account not only the grade achieved, but also the number of credits attempted and passed during the academic year. These three traditional indicators of success: retention rate, CCR, and GPA are explored in this section.

## Method

### Subjects

The subjects included in this study represent five groups. They are described in detail in Chapter III.

a) ICS Students--all students enrolled in the Integrated Course of Study (ICS) are included in this study.

b) Counseling Students--all General College freshmen who were eligible for Special Services (by low income, first generation college student, or handicap) and utilized the HELP Center counseling facilities two or more times during the academic year are included in this section.

   Second and third year TRIO Special Services students receiving counseling are also included in this group.

c) Tutorial Group--all General College freshmen who were eligible for Special Services and made use of direct personal tutoring two or more times were included in the study. Some tutoring students also received counseling. Handicapped students who received special tutoring and second and third year TRIO Special Services students receiving tutoring are also included.

d) Control Group--a control group of 45 students was randomly selected from General College freshmen who were eligible for Special Services but did not participate in the TRIO program.

A TRIO total is reported on each variable collected which combines the ICS, Tutoring, and Counseling groups so that TRIO students can more readily be compared to the control group.

Individual files are created and maintained for each student. These files contain the student demographic profiles described in Chapter III. The students are also tracked throughout the year on the following items:

1) courses and number of credits attempted each quarter,
2) courses and number of credits completed each quarter, and
3) grades received for those courses.

The source of this information is the official student transcript. These data are recorded quarterly and for the full academic year.

Computing the Retention Rate

The retention rate is defined as the proportion of students in each group who remain registered continuously from their quarter of entry into the program until the end of the academic year. To be considered "retained," a student who enters in the fall must register for and complete Fall, Winter, and Spring quarters and a student who begins Winter Quarter must register for and complete Winter and Spring quarters. Students attending Spring Quarter only are not included in this analysis.

A retention rate of 85 percent indicates that 85 percent of the students remained in school while 15 percent did not.

Computing the Grade Point Average (GPA)

The University of Minnesota uses a 4-point grading system where A=4 grade points, B=3 grade points, C=2 grade points, D=1 grade point, and N=0 grade points. N is not a passing grade and credit is not given for classes where a grade of N is received. Unlike many universities, the University does not include grades of N in the grade point average. To make these data comparable to other university settings, GPAs are calculated in two ways, first with Ns excluded and secondly with Ns included.

For a three-credit course with a grade of B, nine grade points are given (3 credits x 3 grade points = 9 grade points). In order to compare the groups on grade points, a group GPA (Ns excluded) is calculated by dividing the total number of grade points received by the group by the total number of credits completed with a passing grade (A-D). To include Ns, the total number of grade points received is divided by the total number of credits attempted by that group. Grades of S (S=pass on a pass/fail grading option), I (I=Incomplete), and W (W=withdrawal) are excluded in both cases.

Computing the Credit Completion Ratio (CCR)

Credit completion is calculated in two ways. The CCR 1 shows how many courses were completed, pass or fail. It is calculated by dividing the total number of credits for which a grade was received (A, B, C, D, S, or N) in each group by the total number of credits attempted by that group. If 30 out of 40 credits attempted are completed, then the CCR = .75, indicating 75 percent of the credits are completed.

The CCR 2 is calculated by dividing the total number of credits receiving a passing grade (A, B, C, D, or S) in each group by the total number of credits attempted by that group.

Classes officially withdrawn from are excluded.

## Results

### Retention Rates

The overall retention rates for each group are displayed in Table IV-I. The TRIO retention rate is 92 percent, compared to 80 percent for the control group. A Chi-square test for two independent samples (comparing TRIO with control students) was performed and the actual retention rates were not found to differ significantly from the expected retention rates ( $\chi^2 < .001$).

### Grade Point Average

The group GPAs (Ns excluded) are displayed in Table IV-II. The TRIO students had a higher GPA than the control group students, with TRIO students having a mean of 2.64 compared to 2.24 for the control. The Tutoring students had the highest GPAs, 2.86, followed by the Counseling students with a mean of 2.67. The ICS students received GPAs of 2.45, comparable to the control group with 2.24. The General College GPA (Ns excluded, Romano, 1982) was 2.60.

The group GPAs (Ns included) are displayed in Table IV-III. TRIO students received a GPA of 2.42 compared to 2.11 for the control group. The General College GPA, Ns included, for 1981-1982 (Romano, 1982) was 2.36.

### Credit Completion

The credit completion patterns were similar for TRIO and control students. The findings are presented in Table IV-IV. On the whole, TRIO students completed 81 percent of their classes and control group students 77 percent. In general, the TRIO students both attempted and passed more credits than did control group students.

## Summary

On the whole, TRIO students fare better than the control group students. More stayed in school. They completed a comparable number of credits and made higher grades than the control group. In all cases, the TRIO average was increased by the high performance of the Tutoring and ESL students.

TABLE IV-I

Student Retention Rates
1983-84 Fall and Winter Only

| | ICS | Counseling | Tutoring | Control | TRIO Total |
|---|---|---|---|---|---|
| Total number of students enrolled | 124 | 63 | 97 | 45 | 284 |
| Number of students enrolled at the end of Winter Quarter | 109 | 60 | 93 | 36 | 262 |
| Retention Rate = proportion of students maintaining continuous registration | 88% | 95% | 96% | 80% | 92% |

TABLE IV-II

Mean grade point averages for each quarter and cumulatively for Fall 1983 and Winter 1984 (Ns not included).

A=4, B=3, C=2, D=1.

| | ICS | Counseling | Tutoring | Control | TRIO Total |
|---|---|---|---|---|---|
| Fall 1983 | | | | | |
| Number of students | 121 | 61 | 96 | 33 | 278 |
| GPA | 2.48 | 2.59 | 2.82 | 2.20 | 2.62 |
| Winter 1984 | | | | | |
| Number of students | 109 | 60 | 93 | 36 | 262 |
| GPA | 2.37 | 2.57 | 2.79 | 2.49 | 2.56 |
| Cumulative (Fall and Winter only, 1983-84) | | | | | |
| Total students in program | 124 | 63 | 97 | 45 | 284 |
| GPA | 2.45 | 2.67 | 2.86 | 2.24 | 2.64 |

TABLE IV-III

Mean grade point averages (GPA) for each quarter (Fall 1983 and Winter 1984) and Cumulative (Fall and Winter). (Ns included)

A=4, B=3, C=2, D=1, N=0.

| | ICS | Counseling | Tutoring | Control | TRIO Total |
|---|---|---|---|---|---|
| Fall 1983 | | | | | |
| Number of students | 121 | 61 | 96 | 33 | 278 |
| GPA | 2.37 | 2.50 | 2.77 | 2.15 | 2.54 |
| Winter 1984 | | | | | |
| Number of students | 109 | 60 | 93 | 36 | 262 |
| GPA | 2.25 | 2.38 | 2.72 | 2.39 | 2.45 |
| Cumulative (Fall and Winter only, 1983-84) | | | | | |
| Total students in program | 124 | 63 | 97 | 45 | 284 |
| GPA | 2.26 | 2.22 | 2.76 | 2.11 | 2.42 |

TABLE IV-IV

Mean Credit Completion Ratio (CCR)
Mean credits attempted and completed for Fall and Winter 1983-84 and Cumulative

| | ICS | Counseling | Tutoring | Control | TRIO Total |
|---|---|---|---|---|---|
| Fall 1983 | | | | | |
| Number of students | 121 | 61 | 96 | 33 | 278 |
| CCR | .83 | .82 | .93 | .76 | .86 |
| $\bar{X}$ credits attempted | 13.53 | 12.57 | 13.00 | 13.06 | 13.14 |
| $\bar{X}$ completed | 11.08 | 10.30 | 12.05 | 10.12 | 11.24 |
| Winter 1984 | | | | | |
| Number of students | 109 | 60 | 93 | 36 | 262 |
| CCR | .75 | .68 | .83 | .77 | .76 |
| $\bar{X}$ credits attempted | 13.04 | 12.62 | 13.63 | 12.31 | 13.15 |
| $\bar{X}$ completed | 9.84 | 8.76 | 11.35 | 9.64 | 10.13 |
| Cumulative (Fall and Winter only, 1983-84) | | | | | |
| Number of students | 124 | 63 | 97 | 45 | 284 |
| CCR | .79 | .75 | .88 | .77 | .81 |
| $\bar{X}$ credits attempted | 24.63 | 24.44 | 25.92 | 19.65 | 25.03 |
| $\bar{X}$ completed | 19.46 | 18.33 | 22.81 | 15.13 | 20.27 |

## CHAPTER V
## STUDENT SATISFACTION SURVEY

### Student Satisfaction

To give students the opportunity to personally evaluate the TRIO program, ICS students were asked to respond to a Student Satisfaction Survey. The survey was constructed by the staff using a pool of items generated during interviews with staff members. The items reflect the overall program goals and objectives.

### Method

The survey was administered to ICS students at the end of Winter Quarter and throughout Spring Quarter due to the early reporting date in the program's final year of its grant cycle. Three attempts were made to contact each of the students by telephone and, if not reached by phone, students were sent a survey by mail. Of the 132 ICS students, 52 (39 percent) responded to the survey. This is a very low response rate. Therefore, no effort will be made to generalize from these data.

The survey included eleven objective items rated on a 5 point scale and four open-ended questions. The objective items are listed in Table V-I.

### Results

A summary of student responses is displayed in Table V-I. In general, students were satisfied with the TRIO program. On a 5 point scale where 5 indicates strong agreement, students responded with a mean of 3.37 to Item 8, "Overall, I am satisfied with the program." The average response for all items (the scale mean) was 3.48, with 5 being the highest rating. The students would also strongly recommend the program to friends and relatives (Item 9, mean 4.29). The staff was viewed as very supportive and moderately accessible (Items 3 and 4, means 4.25 and 3.40 respectively).

Personally, students felt they were more confident, had better long-range planning skills, and were more aware of University and community resources as a result of being in the TRIO program (items 2, 7, and 11; means 3.06, 3.00, and 3.29 respectively). They felt that they had greatly improved their organizational and career planning skills during their first year with TRIO (items 5 and 6; means 3.92 and 4.04 respectively).

When asked which services, programs, or courses had been most helpful to them at the University:

--21 percent indicated counseling through the HELP Center,
--19 percent found the writing lab courses (GC 1411 and 1421) most helpful,
--13 percent mentioned the TRIO program,
--13 percent found the Math Tutorial Room helpful,
--13 percent mentioned Survival Seminars,
--12 percent found the Reading/Writing Skills Center helpful, and
--12 percent mentioned the counseling services and their specific counselors.

Also mentioned were Coffman Memorial Union Information Center, algebra and math classes, and psychology classes. Specific classes mentioned included GC 1422, Writing Lab; GC 1445, Intermediate Algebra; GC 1281, Psychology in Modern Society; GC 1131, Biology; GC 1502, Career Planning, GC 1211, People and Problems; and GC 1442, Functions and Problems of Logic.

When asked which services or programs were least helpful,

--38 percent could not think of a "least helpful service,"
--15 percent felt the financial aid office was not helpful,
--6 percent mentioned the art program,
--6 percent mentioned the Reading/Writing Skills Center, and
--6 percent did not find General College class 1422, writing, helpful.

Among other students there were no patterns of least helpful services.

One suggestion for program improvement was that more tutors be available for one-to-one help (indicated by 9 percent of the students). Six percent of the students suggested one or two seminars during the year to provide information about services offered at the University of Minnesota.

Conclusions

On the whole, students responding to the survey were supportive of the TRIO Special Services program, particularly the counseling and tutoring services (Reading/Writing Skills Center, the Math Tutorial Room, and HELP Center tutoring).

While 18 percent of the students found the Survival Seminar to be the most helpful service, a fair number (14 percent) found it to be the least helpful service. Better screening and needs assessment of students may be necessary prior to enrolling in the Survival Seminar to insure the proper placement of students.

Complete findings are included in the following table, Table V-I.

TABLE V-I

1983-84
ICS Student Satisfaction Survey

All items used the following 5-point scale:

| strongly disagree | disagree | agree | strongly agree | very strongly agree |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |

| Item | | N | Mean |
|---|---|---|---|
| 1. | The TRIO Program helped me to stay in school. | 51 | 3.04 |
| 2. | I have more confidence in myself as a student now than I did last fall as a result of the TRIO Program. | 49 | 3.06 |
| *3. | The TRIO staff has been very supportive of me in my efforts as a student. | 51 | 4.25 |
| 4. | The TRIO staff has been accessible to me when I needed help. | 52 | 3.40 |
| *5. | My skills in organization have been improved this year from being in the TRIO Program. | 52 | 3.92 |
| *6. | The TRIO Program has helped me to make career plans. | 48 | 4.04 |
| 7. | My long-range planning skills have improved this year as a result of participating in the TRIO Program. | 51 | 3.00 |
| 8. | Overall, I am satisfied with the TRIO Program. | 52 | 3.37 |
| *9. | I would recommend the program to friends and relatives. | 52 | 4.29 |
| *10. | I am more motivated to continue school now than I was last fall. | 46 | 2.50 |
| 11. | Because of the TRIO Program, I am more aware of University and community resources (such as financial aid, daycare, and student support services) and how to use them. | 51 | 3.29 |
| | TOTAL | 52 | 3.48 |

*Stated in negative terms in the scale actually used in the evaluation. To facilitate interpretation, the results are displayed using all positive statements, with statistics adjusted accordingly.

TABLE V-I, continued

1. Courses, etc., Most Helpful

| Response | Number of Students |
|---|---|
| HELP Center | 11 |
| Writing Labs 1411,-21 | 10 |
| TRIO | 7 |
| Survival Seminar | 7 |
| Math Tutorial Center | 7 |
| Study Skills Center | 6 |
| Counseling (unspecified) | 4 |
| "My counselor" (unspecified) | 3 |
| Advisors (unspecified) | 3 |
| Coffman Union (for (information) | 3 |
| Algebra | 2 |
| Psychology | 2 |
| Math | 2 |
| 1422 Writing | 1 |
| 1445 Algebra | 1 |
| Karen Frei | 1 |
| Sandee Lawson | 1 |
| "Individual and Society" | 1 |
| Biology | 1 |
| English | 1 |
| Career Planning | 1 |
| Intro. to Logic | 1 |
| "People and Problems" | 1 |
| "All the classes!" | 1 |
| "None of them" | 1 |
| Tutors | 1 |
| The course selection | 1 |
| The fraternity system | 1 |
| Study Room in Nicholson Hall | 1 |
| Sports | 1 |
| ROTC | 1 |
| Black Learning Resource Center | 1 |
| Terry Collins | 1 |
| Diane Wartchow | 1 |

2. Courses, etc., Least Helpful

| Response | Number of Students |
|---|---|
| None | 20 |
| Financial Aid | 8 |
| Art program | 3 |
| Reading/Writing Skills Center | 3 |
| 1422 Writing Lab | 3 |
| TRIO | 2 |
| Math tutors | 2 |
| Survival Seminar | 2 |
| Math Review | 1 |
| Registration | 1 |
| Physics | 1 |
| Chemistry (Fall Quarter) | 1 |
| Career Planning | 1 |
| Counselors (didn't help with decision making) | 1 |
| County Daycare | 1 |
| "TRIO Program didn't give me any info. after registration and I didn't know where the counseling office was." | 1 |

TABLE V-I, continued

3. Ideas for Improvement

| Response | Number of Students |
|---|---|
| No. Efficient, good, etc., the way it is. (positive) | 1 |
| No. (negative) | 12 |
| More one-on-one help after the second quarter. | 2 |
| More money for more staff. | 1 |
| Counselors shouldn't have to have so many students. | 1 |
| More publicity--more people need to know about the program. | 3 |
| Better communication about what the program is: "At registration I asked for study help and was just thrown into it (the program)." | 1 |
| More tutors. | 1 |
| Be more open. | 1 |

4. Additional Comments

TRIO teachers: they lack experience and/or patience (1).
No (17).
More interesting classes, the ones offered are boring (3).
Very good program--helpful for first year in school (1).
Counselors are very hard to contact--so many interruptions (1).
Equal distribution of students among counselors (1).
I didn't know what this program involved (1).
Signs to say where bathrooms are (1).
"It's a good program; especially for people my age who haven't been in school for a long time" (1).
"I've never been to a college that's as concerned with its students welfare as this one is" (1).
Orientation was very helpful (1).
Program organized well (1).
TRIO is helpful overall (1).
"I like this program" (1).
"Small groups were real good--weird conversation" (1).
"Took almost a year to line up program until I found Bev Stewart. She's just wonderful! Great!" (1).

## CHAPTER VI
## EXIT REVIEWS AND PAST STUDENT INTERVIEWS

### Exit Reviews

At the end of Spring Quarter, each TRIO Special Services counselor was asked to report on students who left the ICS program. For the 27 (20 percent) ICS students who left school before the end of Spring Quarter, the following reasons were given for leaving the University.

TRIO Program Exit Review Summary

| A. Primary Reason for Leaving | Number | Total ICS = 127<br>% of Total ICS |
|---|---|---|
| Transfer to another university or college | 3 | 2% |
| Insufficient financial aid | 3 | 2% |
| Personal reasons | 6 | 5% |
| Continued participation unprofitable | 2 | 2% |
| Other | 5 | 4% |
| No interview completed as of May 8, 1984 | 8 | 6% |
| Total interviews completed | 19 | 15% |
| Total exits | 27 | 20% |

B. Still in School

Yes = 3 (11%) No = 16 (59%) Undetermined = 8 (30%)

C. Utilized counseling prior to leaving

Yes = 14 (52%) No = 4 (15%) Undetermined = 9 (33%)

### Past Student Interviews

Much of the data used in this evaluation is group data which compares groups to each other in terms of performance. While this type of information is useful for decision-making, by its very nature the individual is lost. Who are the TRIO students? What are they like? What are their dreams? How have they done in school after completing TRIO? To answer some of these questions, and to get a more well rounded view of the program, five students were interviewed by Ann Wade, a TRIO staff member. The students were selected in a non-random fashion, primarily on their availability. Students were interviewed and asked to describe themselves, their backgrounds, their achievements, hobbies, and future plans.

Interview 1: Dolores

Dolores is a 55-year-old single parent and is a sophomore at the University of Minnesota. She has three daughters, two of whom are professionally employed and one of whom is a student at a state university. Dolores married very young and did not get a chance to complete her high school education. Some years later, she successfully completed her GED. She worked sixteen years in commercial real estate and has owned two restaurants.

Dolores has supported her family as a single parent for several years. Two years ago, she decided to return to school after passing the College Entrance Exam and was admitted to the University.

Dolores speaks four languages: Finish, which she learned from her grandmother, Japanese, Greek, and a little Italian. As a teenager, she lived in Hawaii for four years and worked as a governess for a professional family. She learned Japanese from this family. She enjoys the flexibility her jobs allows--she now supports herself by working for professional families--and uses that flexibility to carry 13 to 14 credits per quarter.

Once Dolores graduates, she is planning to take the Foreign Service Test at Fort Snelling to become a Foreign Service employee for the U. S. government. Recently, she joined the SPAN program, which is made up of students interested in foreign countries, their people, and their causes. She also received the Carol MacPherson Memorial Scholarship Award for Women. This scholarship is awarded to women over 28 for academic achievement and the writing of a strong statement about their future plans. The scholarship will afford her the opportunity to attend summer school and her study will be directed toward learning how to write research papers.

Next year, Dolores plans to travel to Japan. Dolores has done some research on the crime issue in Japan. She found that in Japan the crime rate is the lowest in the world. While there she will attempt to learn why.

She has discussed her plan with government officials and they have assured her she is going in the right direction. Upon completion of degree requirements, she will hold a degree in Criminal Justice with a minor in International Foreign Relations.

Dolores is very excited about her educational experiences here at the University. She is motivated to complete her course of study and is experiencing outside interests as well.

Interview 2: Maggie

Margaret--Maggie, as she is called--is from the metropolitan area. She did not complete her high school education, but chose to start her family early, to work at home, and to do some outside work. Maggie is now a single parent and, since becoming a single parent, has returned to school to complete her education.

She started attending the University of Minnesota four years ago. Her first contact was through the HELP Center, where she received counseling assistance and a recommendation to enter the TRIO program. The HELP Center's help in getting her started "was extremely helpful."

Maggie's hobbies are reading, writing, and photography.

Maggie has one year of school left before completing her bachelor's degree. She plans to attend graduate school, where her course of study will be in the social science area.

Without the help she received through the HELP Center and the TRIO program at the time she entered college, college would have been overwhelming. The HELP Center/TRIO program was extremely helpful both in orienting her to the University and in functioning as a support system.

One significant aspect of the program is that staff and administrators functioned in their professional position as well as being friends to students.

Maggie has been hired as a tutor in the TRIO program so what she has learned through her experience as a TRIO student is being carried over in or through her tutoring. She has also worked as a teaching assistant for writing and other liberal arts courses.

Because of her experience as a TRIO student, she realizes the need for more individual work with students. She also realizes that students need a bridge between their academic and personal lives and some vehicle through which they can integrate all of their being. Although the University of Minnesota has provided some vehicle to integrate life, a personalized approach for adults would be very helpful.

Interview 3: Jon

Jon was an average achiever as a high school student and was not involved in high school activities. Jon worked for two years and then, during the latter part of the two-year period, decided to continue his education. He applied to General College in the fall of 1980 and was accepted. During orientation he heard of the TRIO program. Jon says he was really glad he was able to get into the TRIO program because he had no idea of what classes to take.

The classes he remembers as being most helpful were GC 1405 Writing and Urban Studies, GC 1212. These classes gave him a sense of direction and, because of the effectiveness of the instructors and the content of the material presented, he feels today that he is a much better person because of the experiences he had that first year in these two classes.

Jon feels that through General College the classes offered are smaller and for him this was very helpful. Had he been thrown into a larger class he may have gotten discouraged, partly because he was not one to become actively involved, especially in large groups.

Jon enjoys outdoor sports, one of which is water skiing. He is very athletic although he does not participate in any University sports because he has worked since attending the University and does not have the extra time.

After graduation, Jon plans to move out West and pursue some type of job in agriculture, possibly doing some farming, although he'd like very much to be self employed. He is majoring in General Agriculture.

Jon feels that his experiences through General College as a whole, not necessarily just the TRIO program, have really helped him to stay in school and to continue his success rate. He feels that the opportunity to take basic courses at a pace he could keep up with made it possible for him to move into the more difficult classes.

To Jon, GC is a good idea. It starts at a level which many returning students can handle. It is more informal and gives students a chance to progress to higher achievement. Jon is very proud of his personal growth and academic achievements through GC.

Interview 4: Debbie

Debbie is originally from Minneapolis. She chose the University to attend because it's easier to get here and she felt it was better to start here rather than at a community college and run the risk of losing credits. This is Debbie's third year at the University and she feels the years here have been a good experience. She is considering transferring into Home Economics. Debbie is a single parent and the mother of three daughters.

Prior to entering the University, Debbie worked ten years in waitressing and management. She enjoys working with people in an honest, open fashion. She is especially interested in the human services and administrative area.

Debbie enjoys handicrafts. She also enjoys softball and volleyball with her daughters. They also enjoy camping. In addition, Debbie enjoys mechanical and electrical tinkering. She especially enjoys the time she is able to spend with her children--the knowing that when she wants to take the time to play with her children, she can.

She plans to complete her degree and hopes to instill in her daughters the desire to get some kind of formal education. Debbie is flexible and, after graduation, is willing to relocate.

In our conversation, Debbie said the TRIO program is the reason she is still in school. It gave her the ability to have a positive approach to situations and/or issues. She learned that it is okay to fail because she is not infallible. She has also gotten tremendous support from counselors and staff. One benefit of being in school is that it kept her from being alone, not being able to blend in, so it has been very effective in helping her to get through her divorce and adjust to a new lifestyle.

Interview 5: Bonita

Before Bonita returned to school, she was employed in clerical positions. Bonita stated that she was very easily bored with the clerical jobs, as well as dissatisfied with the income, so she would quit job after job. After continuing this pattern for awhile, Bonita returned to school and received her B.S. degree. She is presently employed as a claims representative with the Social Security Administration. Although this is not what Bonita hoped to do after graduation, she decided that since jobs are hard to find and since she does not like job hunting, she accepted her present job and is satisfied because there is opportunity for advancement.

Bonita enjoys bike riding, exercising, reading, and dancing.

Her future plans include the possibility of going back to school to get her Master's degree or of staying with her present job and advancing as far as possible.

Bonita feels that TRIO helped her to get back into the habit of going to school and studying. She feels that had she started in a regular program she would have gotten frustrated and quit. It helped to know there were others with the same problems and circumstances she had.

# CHAPTER VII
# SURVIVAL SEMINAR / CLOSE-UP REPORT

## Introduction

Each year since TRIO Special Services began in 1980, the students in the Integrated Course of Study (ICS) part of the program have taken a Fall Quarter seminar (2 credits) which was designed to meet the academic and support needs of the students so that they may succeed educationally and personally within the University structure. The course is taught by TRIO/ H.E.L.P. Center counselors and three to five sections are offered each fall. The class size ranges from ten to thirty students. The classes are specialized for the group of students served. For example, single parents are usually placed in one seminar so that their special needs can be addressed. Taking the Survival Seminar is strongly recommended but not required. During Fall 1983, of the 131 students in the Integrated Course of Study (ICS), 76 (58 percent) took the Survival Seminar.

In the past, the material covered has varied widely from seminar to seminar and year to year. During the 1983-84 academic year, an attempt was made to standardize the material presented in the Survival Seminars. A standard course syllabus was created for all sections and then the individual instructors structured their own courses within that framework. (See the General College 1702 Survival Seminar Course Syllabus and GC 1702 Section 6 that follow.) A common text was used in all sections, Survival Tools for Students written by David B. Ellis and published by College Survival, Inc.

The program outlined in the text was designed for students who feel they are not prepared for college life and lack basic organizational and study skills. The book is written in a style which appeals to students who have often preferred watching television and skimming magazines to serious reading. The sections of the text are short and self contained. Topics covered include:

| | |
|---|---|
| Chapter 1 | Goal setting and intentions |
| Chapter 2 | Memory and memory techniques |
| Chapter 3 | Time management |
| Chapter 4 | Reading |
| Chapter 5 | Notes |
| Chapter 6 | Tests |
| Chapter 7 | Communication |
| Chapter 8 | Relationships |
| Chapter 9 | Health |
| Chapter 10 | Money |
| Chapter 11 | Resources |
| Chapter 12 | What next? |

## Method

To evaluate the usefulness of the book and the effectiveness of the course, students and teachers were asked to complete evaluation forms designed by the publisher at the end of the quarter. Retention rates of Survival Seminar students compared with non-Survival Seminar students are also examined.

Of the 76 students enrolled in the class, 47 (or 62 percent) of the students completed the student evaluation survey. All of the instructors completed a teacher evaluation form.

## Results

### Retention Rates (Table VII-I)

Eighty-eight (88) percent of the Survival Seminar students remained registered during Winter Quarter 1984 compared to eighty(80) percent of the non-Survival Seminar students. This compares to 96 percent of all ICS students from the previous year who were retained to the Winter Quarter. (For 1983-84, a total of 85 percent of ICS students were retained Winter Quarter.)

### Student Opinion Survey (Tables VII-II, VII-III)

Students felt that they had learned much from the Survival Seminar (mean 3.60 where 3 = much and 4 = very much). They rated the instructors' teaching very high (an average of 4.26 when 4 = very good and 5 = excellent), and overall they rated the course as very good (an average of 3.81 where 3 = fairly good and 4 = very good). Sixty-two (62) percent of the students would recommend the course to a friend.

Students indicated that the most important thing that they learned from the class was not to give up when trying to solve their problems. The most helpful materials covered were the sections on time management, memory techniques, and note-taking.

When asked the least valuable material presented, most students indicated that they found "nothing" least valuable. Suggestions for improving the course focused on the reading level of the text and the amount of time allotted to the course. Several students found the text too easy and wished that the class time period could have been increased by meeting more than once a week or by meeting for two quarters.

### Teacher Evaluation Survey (Table VII-IV)

In general, the instructors lectured about one-half of the class time. They made one to two assignments and had one quiz per week. Guest speakers were selected primarily from the HELP Center staff (peer counselors and welfare experts) and the University library. The remainder of class time was filled with exercises and student sharing of experiences.

The instructors found the sections on time management, money, study skills, and library skills to be the most favorable. A less favorable response was garnered for sections dealing with relationships, finance, and health. Plans for the future include more guest speakers, more memory techniques, better team teaching organization, and more student participation and projects.

## Discussion

Students enrolled in the Survival Seminar were retained until the next quarter at a higher rate than those not taking a Survival Seminar. However, the retention rates for 1983-84 compared to 1982-83 are not particulary promising. It is probably too early in the development of this unified approach to reject it without first attempting further refinement. Students were very favorable of the course and instructors, although the text was sometimes viewed as too simplistic. Supplemental readings may be one remedy for this problem or, alternatively, exploring other texts. The evaluation should be continued as the course undergoes further development.

TABLE VII-I

Survival Seminar Retention Rates
(Fall 1983, GC 1702)

Instructors: Beverly Stewart, Diane Wartchow, Caroline Gilbert, Theresa Gangl-Ghassemlouei, Sandee Lawson

| | Fall 1983 | Winter 1984 Registration | |
|---|---|---|---|
| | N of Students | N of Students | % of Students |
| Survival Seminar students | 76 | 67 | 88% |
| Non-Survival Seminar students | 55 | 45 | 80% |
| Integrated Course of Study (ICS) Total | 131 | 112 | 85% |

Last year for the same term, 96 percent of all ICS students were retained until the second term.

TABLE VII-II
Survival Seminar Student Opinion Survey
(Fall 1983, GC 1702)

Instructors: Beverly Stewart, Diane Wartchow, Caroline Gilbert, Theresa Gangl-Ghassemlouei, Sandee Lawson

1. How much have you learned in this course thus far?

| | | |
|---|---|---|
| 1/ XX | /little (2) | N = 47 |
| 2/ XXXXX | /some (5) | Mean = 3.60 |
| 3/ XXXXXXXXXXX | /much (12) | Median = 4 |
| 4/ XXXXXXXXXXXXXXXXXX | /very much (19) | Mode = 4 |
| 5/ XXXXXXXXX | /an exceptional amount (9) | |

2. All things considered, how would you rate this instructor's teaching?

| | | |
|---|---|---|
| 1/ | /unsatisfactory (0) | N = 47 |
| 2/ X | /marginal (1) | Mean = 4.26 |
| 3/ XXXXX | /fairly good (5) | Median = 4 |
| 4/ XXXXXXXXXXXXXXXXXXXXX | /very good (22) | Mode = 4 |
| 5/ XXXXXXXXXXXXXXXXXX | /excellent (19) | |

3. All things considered, how would you rate this course?

| | | |
|---|---|---|
| 1/ X | /unsatisfactory (1) | N = 47 |
| 2/ XXXX | /marginal (4) | Mean = 3.81 |
| 3/ XXXXXXXXX | /fairly good (9) | Median = 4 |
| 4/ XXXXXXXXXXXXXXXXXXXXX | /very good (22) | Mode = 4 |
| 5/ XXXXXXXXXXX | /excellent (11) | |

(47 out of 76 students [62 percent] completed this survey.)

TABLE VII-III

Survival Seminar Student Course Evaluation Summary
(Fall 1983, GC 1702)

Instructors: Beverly Stewart, Diane Wartchow, Caroline Gilbert, Theresa Gangl-Ghassemlouei, Sandee Lawson

1. What did you teach yourself while in this class?
   Most frequent answers:

   Not to give up on things that they (the students) were having problems with.

2. Would you recommend this course to a friend?

   Yes: 62% No: 33%

3. How would you change the course?
   Most frequent answers:

   1) The textbook should be aimed at a higher level of reading capacity.
   2) The amount of time for the course should be extended (too much information to learn in 10 weeks).

4. What did you find most valuable?
   Most frequent answers:

   Time management
   Memory techniques
   Note taking techniques

5. What did you find least valuable?
   Most frequent answers:

   The most frequent answer was that students found "nothing" least valuable.

6. How many classes did you miss?

   None: 26% 1 or 2: 50% 3 or more: 24%

*7. Of the twelve chapters, how many did you read?

   All: 0% 10 or 11: 58% 9-6: 40% 5 or less: 2%

*8. Approximately how many of the exercises from the text did you complete?

   100%: 0% 75% or more: 58% 50% or more: 40% Less than 50%: 2%

(47 out of 76 students [62 percent) completed this survey.)

*estimates

TABLE VII-IV

Teacher Evaluation Summary
Survival Seminar, Fall 1983, GC 1702

All instructors completed this survey: Beverly Stewart, Diane Wartchow, Caroline Gilbert, Theresa Gangl-Ghassemlouei, and Sandee Lawson.

1. Please estimate the amount of time you spent lecturing.

   10 hours per week (10 week class).

2. How often did you make assignments?

   1-2 times per week (10-20 times).

3. How often did you have quizzes?

   1-2, or 10 times.

4. Who were your guest speakers?

   Librarian, welfare expert, peer counselors.

5. Please estimate the amount of time spent on exercises during class.

   10-15 hours (1/2 - 3/4 of each 2-hour class period).

6. Did students participate in share time? Please describe type of sharing?

   Yes. Students gave personal examples; in small group discussions students were asked to give their feelings/responses to things inside and outside of class; students gave mini lectures.

7. Which items in your lesson plan received the most favorable response?--poor response?

   Most favorable: time management, memory, study skills, library skills. Least favorable: relationships, resources, study techniques, health.

8. What modifications do you plan to implement in your next section of Student Survival?

   More guest speakers, more small group discussions, creating more of my own exercises to use with the chapters in the book; do a better job "processing," make sure time is budgeted properly, not fit too much in the time allotted.

9. How do you intend to improve your presentation of the Student Survival Course?

   More guest speakers, more memory techniques, organize team teaching better. More class participation and projects.

General College 1702
Survival Seminar

Course Syllabus

I. Course Description

The Survival Seminar is a course designed to increase your success in college by helping you obtain skills and information necessary to reach your educational goals. Topics in this course include: time planning; test taking; communication skills; career development; study techniques; decision making and question asking skills; library use; community, University, and peer resource and support systems; and personal issues that face many college students.

II. Objectives

At the completion of this course you will be able to:

1. Discuss ways in which you are responsible for your experience in college and ways in which you are capable of creating a satisfactory and enjoyable experience. You will be better able to recognize your own strengths and accomplishments and have a greater appreciation for the cultural differences and ethnic or racial identities of yourself and others.

2. List and describe effective techniques for note-taking during lectures, listening for comprehension to a lecture, preparing for a test, and taking objective and essay tests.

3. Match helpful resources available with various problems that might be encountered (health, academic, social, athletic, discrimination, on-campus living, off-campus living, welfare, child daycare needs, change of major, library research, course changes, part-time work, financial aid, independent study, et cetera).

4. Describe and discuss different procedures for planning, monitoring, and managing time.

5. Discuss procedures for focusing attention on the task at hand when reading, listening, typing, and taking notes and tests.

6. Select, from a list of library services and resource materials, an appropriate reference for locating a particular item in the library. Services and materials covered will include the thesaurus; dictionary, subject, title, and author catalogs; "Reader's Guide to Periodic Literature," inter-library loan; audio-visual equipment, computer searches, et cetera.

7. Describe methods for identifying and formulating questions that will help clarify confusion. Describe methods and list resources for finding answers to well-formulated questions. Know the processes for problem solving and decision making.

8. Discuss with experts and examine your own ideas about the personal decisions typically faced by college students, including drug abuse, alcohol consumption, et cetera. Know the resources, both on campus and off campus, where professional help can be obtained.

9. Describe and utilize an effective model of communication that will be useful in listening and confronting friends, roommates, teachers, family, and peers.

10. Report in writing and verbally to fellow students and course instructors current experiences of college, including problems, frustrations, and successes.

11. Understand career development and career and program planning.

III. Textbook

The textbook is titled Survival Tools for Students, is written by David B. Ellis, and published by College Survival, Inc.

IV. Teaching Strategies

The objectives in this course will be achieved by lectures, small group discussions, panel discussions, guest lectures, and group sharing.

V. Outline of Course

The week-by-week outline may vary depending upon resource availability.

Individual Instructor Syllabus: An Example

GC 1702
Survival Seminar
Fall 1983

Staff Office: 50 NH
216 Pillsbury Drive S.E.
University of Minnesota
373-0120

Instructors: Beverly Stewart
Diane Wartchow
TA: Deb Vargo

CLASS SYLLABUS

I. Class Purpose

To aid the student to succeed educationally and personally within the University system.

II. Class Objectives

The class provides readings, lectures, discussion and exercises to help the individual in becoming a more effective student and person. Specific learning areas include:

a. Development of reading, writing, test-taking and study skills.
b. Effective use of oneself regarding time-management, decision-making, academic and program planning.
c. Awareness of a career development model.
d. Introduction to community, University, and peer resources and support systems.
e. Recognition of one's current and potential strengths and accomplishments.

III. Class Assignments

September 26
Class lectures and discussion:
Introduction, goals, objectives of class, class expectations, self-introduction, roles, accomplishments, goals, and strengths.
Small group assignment:
Role sharing, and goal exercises
Topic of interest--class choice
Assignment for October 3:
Read in Survival Tools for Students - Chapter 4 - read material and do all exercises in the chapter.

October 3
Class lecture and discussion:
SQ3R, Reading and notetaking from reading assignments
Class exercises:
Reading comprehension
Assignment for October 10:
Read in ST for S Chapter 2 and do exercises 1-10; read Chapter 5 and do quizzes on pages 18 and 21

October 10
Class lecture and discussion:
Notetaking from lectures, how to organize notes, memory, class participation
Class exercises:
Notetaking and memory
Assignment for October 17:
Read Chapter 6 in ST for S - do exercises 2 and 4

October 17
Lecture discussion:
Test-taking--skills, hints; ways to prepare academically and psychologically, how to actually take the test
Exercise:
Test-taking exercise--multiple choice and essay tests
Assignment for Octover 24:
Bring syllabi from all Fall Quarter classes, bring your personal calendar with specific personal, family, outside of University events, keep track of hours and times spent studying from October 17 to October 24

October 24
Lecture and discussion:
Time and money management
Exercises:
Scheduling of study, personal, and planning time
Assignment for October 31:
Read Chapter 12 in STS book, pp. 1-14; do exercises 4 and 4.
Bring GC bulletin and winter class schedule to class

October 31
Lecture and discussion:
Career planning, a career development model, program and class planning, AA degree, transfer to baccalaureate programs
Exercises:
Career development as an ongoing process of matching need and reward; skills, information and job requirements. Workbook for the AA degree and/or transfer

November 7
Lecture and discussion:
Assertiveness--a definition; examples, process
Exercises:
Discussion and/or role playing--steps of assertiveness
Assignment for November 14:
Read Chapter 7, pp. 6-22. Bring an idea or specific subject you would be interested in researching to class.

November 14
Lecture and discussion:
Communication--writing papers, book reviews, essays

Final paper assignment will be given and discussed!!!!

Tour of Wilson Library--use of specific resources in the library to provide research materials for your subject of interest

Assignment for November 21:
Read in STS, Chapter 8, pp. 1-26. Do Intention Statement on page 26. Handout on "Risking." Outline for final paper.

November 21
Lecture and discussion:
Discussion making; relationships
Exercises:
Role play and/or group discussion--listening, responding, choosing alternatives, acting upon decisions

Assignment for November 28:
Lecture, discussion, student speeches--Resources on and off campus, for adults, children, study, leisure, interest and activity groups, student government.
Assignment for last class day, December 5:
Read Chapter 9, pp. 1-22. Do Intention Statement, p. 25.

December 5
Lecture and discussion:
Stress, relaxation, health, leisure
Exercise:
Stress relaxation techniques, class evaluation
Assignment for next time:
Hand in final paper by December 8.

IV. Class Expectations and Grading

| | | |
|---|---|---|
| A. | Regular attendance and participation | 35% |
| B. | Assigned readings and exercises, full credit given for "on time" assignments, partial credit for late ones | 35% |
| C. | Final essay concerning three learning areas. | 30% |

# CHAPTER VIII
# ADMINISTRATIVE EVALUATION

## Introduction and Methodology

In order to assess and document the effectiveness of the TRIO Special Services program administration, an administrative performance survey was conducted. Staff members were asked to rate the program director, Terry Collins, on an 11-item objective scale. The scale was designed to ask questions which reflect values of both current and past administrators. Respondents were also asked to summarize administrative strengths and weaknesses.

Terry Collins has been administrator of the TRIO Special Services Program from July 1982 through June 1984. Of the twenty-seven people polled by campus mail, eighteen (67 percent) responded by the deadline.

## Results

The results of individual items are displayed in Table VIII-I. Overall, the administrative ability of Terry Collins was rated 5.22 on a seven-point scale where 1=very poor, 2=poor, 3=fair, 4=good, 5=very good, 6=excellent, and 7=exceptionally good.

Administrative strengths were summarized as:

- organization (mentioned by 22 percent)
- knowledge of federal regulations/grant writing (11 percent)
- sensitive to people, flexible (11 percent)
- calm, cool, low key (6 percent)
- effective (6 percent)

Eleven percent felt they had no opportunity to observe administrative strengths.

Administrative weaknesses were summarized as:

- communication (mentioned by 22 percent)
- inability to create a positive, cooperative working environment (mentioned by 22 percent)
- not enough care in selecting academic staff (11 percent)
- could not name any weakness (11 percent)
- no opportunity to observe (6 percent).

## Discussion

In general, the TRIO staff appears to be positive in their evaluation of Terry Collins as TRIO director. The range of responses to each item was broad, indicating that some staff responded very positively and some very negatively to the items measured here. Organization was listed as a strong point, and communication and the inability to create a cooperative atmosphere were cited as weaknesses.

TABLE VIII-I
ADMINISTRATIVE PERFORMANCE SCALE

Scale: 1=strongly disagree
2=moderately disagree
3=slightly disagree
4=slightly agree
5=moderately agree
6=strongly agree
7=most strongly agree

| | Scale | Number of Responses |
|---|---|---|
| 1. The administrator has developed a cooperative and spirited working group | 1 | X |
| | 2 | XX |
| | 3 | XX |
| | 4 | XXX |
| total number of responses = 18 | 5 | XXXX |
| mean = 4.56 | 6 | XX |
| | 7 | XXX |
| 2. Expectations of staff and their specific responsibilities are clear | 1 | |
| | 2 | XXX |
| | 3 | XXX |
| | 4 | X |
| total number of responses = 18 | 5 | XXXX |
| mean = 4.61 | 6 | XXXXX |
| | 7 | XX |
| 3. Adequate feedback is provided to staff members concerning their performance | 1 | X |
| | 2 | XX |
| | 3 | XX |
| | 4 | XXX |
| total number of responses = 18 | 5 | XXXXXX |
| mean = 4.39 | 6 | XX |
| | 7 | XX |
| 4. The administrator insures that the program complies with federal regulations for Special Services programs | 1 | |
| | 2 | |
| | 3 | |
| | 4 | XXX |
| | 5 | XX |
| total number of responses = 14 | 6 | XXX |
| mean = 5.86 | 7 | XXXXXX |
| missing data = 4 | | |
| 5. The administrator has adequate organizational skills | 1 | |
| | 2 | XX |
| | 3 | X |
| total number of responses = 18 | 4 | |
| mean = 5.61 | 5 | XXX |
| | 6 | XXXXX |
| | 7 | XXXXXXX |
| 6. The administrator is accessible to staff | 1 | |
| | 2 | XX |
| | 3 | X |
| total number of responses = 18 | 4 | XX |
| mean = 5.33 | 5 | XX |
| | 6 | XXXXXX |
| | 7 | XXXXX |

| | | | |
|---|---|---|---|
| 7. | The administrator is sensitive to the individual needs of staff members | 1 | X |
| | | 2 | XX |
| | | 3 | X |
| | | 4 | X |
| | total number of responses = 18 | 5 | XXX |
| | mean = 5.22 | 6 | XXX |
| | | 7 | XXXXXXX |
| 8. | Appropriate power is given to staff members to enable them to meet their responsibilities | 1 | |
| | | 2 | X |
| | | 3 | X |
| | | 4 | X |
| | total number of responses = 18 | 5 | XXXXXX |
| | mean = 5.55 | 6 | XXX |
| | | 7 | XXXXXX |
| 9. | The administrator has established efficient systems to meet the administrative needs of the program | 1 | |
| | | 2 | X |
| | | 3 | XXX |
| | | 4 | X |
| | total number of responses = 15 | 5 | XXXX |
| | mean = 4.93 | 6 | XXX |
| | missing data = 3 | 7 | XXX |
| 10. | The administrator articulates the grant's activities to other university college units | 1 | |
| | | 2 | X |
| | | 3 | |
| | | 4 | XXX |
| | total number of responses = 15 | 5 | XXX |
| | mean = 5.33 | 6 | XXXXX |
| | missing data = 3 | 7 | XXX |

Scale used on item number 11:
1=very poor
2=poor
3=fair
4=good
5=very good
6=excellent
7=exceptionally good

| | | | |
|---|---|---|---|
| 11. | How would you rate the overall administrative ability of this individual? | 1 | |
| | | 2 | XX |
| | | 3 | X |
| | | 4 | X |
| | total number of responses = 18 | 5 | XXXX |
| | mean = 5.22 | 6 | XXXXXXX |
| | | 7 | XXX |

## CHAPTER IX
## FOLLOWING PROGRESS OF PAST YEARS' STUDENTS

### Introduction

Since the long term goal of the TRIO program is the retention and graduation of students, it is important to follow the progress of TRIO students as they work their way toward completing their educations. This section follows students from 1980-81, 1981-82, and 1982-83 in their progress toward graduation.

### Procedure

A listing of 1980-83 TRIO students, with their identification numbers, was submitted to the University's Data Retrieval Office to obtain summaries of grade point averages, credit completion, and retention. Students still registered at the University of Minnesota during 1983-84 are included.

### Results

1980-1981 TRIO Students (Tables IX-I, IX-II)

After four years at the University of Minnesota, TRIO students were retained at a rate of 35 percent compared to the control group retention rate of 25 percent. However, the control group received higher cumulative GPAs, total credits completed, and a slightly higher credit completion rate than the TRIO group.

1981-1982 TRIO Students (Tables IX-III, IX-IV)

After three years, TRIO students were retained at 47 percent compared to 40 percent for the control group. TRIO students received a higher GPA and completed a higher number (and proportion) of classes than the control group.

1982-1983 TRIO Students (Tables IX-V, IX-VI)

After two years, TRIO students were retained at a lower rate than the control group (74 percent TRIO vs. 86 percent control), but received higher grades and completed more credits.

### Discussion

The findings are mixed and inconsistent. The tutoring group was the only group which was consistently more successful than the control group. The counseling group was less successful than the control group except for 1982-83 students. It should be noted that the control group was generally better prepared when entering General College, so that equal as well as better performance by TRIO students can be considered as positive support for the program.

TABLE IX-I

Percent of the 1980-81 TRIO Students Enrolled During 1981-82, 1982-83, and 1983-84

| | ICS | Counseling | Tutoring | Control | TRIO Total |
|---|---|---|---|---|---|
| TRIO students in the program 1980-81 | 63 | 88 | 95 | 59 | 247 |
| Percent enrolled in 1981-82 (at least one quarter) | 59% | 42% | 60% | 46% | 53% |
| Percent enrolled in 1982-83 at General College (at least one quarter) | 30% | 19% | 27% | 19% | 25% |
| Percent enrolled in 1983-84 at the University of Minnesota (Fall and/or Winter Quarter) | 37% | 23% | 46% | 25% | 35% |

TABLE IX-II

Cumulative GPA With Ns and Without Ns for 1980-81 TRIO Students; Cumulative Number of Credits Completed; and Cumulative Credit Completion Ratio as of Winter 1984

| | ICS (N-101) | Counseling (N=115) | Tutoring (N=70) | Control (N=58) | TRIO Total |
|---|---|---|---|---|---|
| Number and percent of students enrolled | 23 (50%) | 20 (37%) | 44 (59%) | 15 (40%) | 87 (47%) |
| Cumulative GPA including Ns through Winter 1984 | 2.31 | 2.27 | 2.31 | 2.42 | 2.30 |
| Cumulative GPA without Ns through Winter 1984 | 2.77 | 2.56 | 2.58 | 2.70 | 2.42 |
| Credit Completion Ratio through Winter 1984 | .75 | .77 | .83 | .83 | .80 |
| Cumulative credits completed through Winter 1984 | 95.83 | 111.80 | 111.16 | 114.60 | 107.25 |
| Total degree credits through Winter 1984 | 101.02 | 120.32 | 114.20 | 127.90 | 112.12 |
| Total quarters registered at University of Minnesota | 10.78 | 12.45 | 12.23 | 11.67 | 11.90 |

TABLE IX-III

Percent of the 1981-82 TRIO Students Enrolled in General College During 1982-83, 1983-84

| | ICS | Counseling | Tutoring | Control | TRIO Total |
|---|---|---|---|---|---|
| Total students in the program 1981-82 | 101 | 115 | 70 | 58 | 286 |
| Percent enrolled in 1982-83 at General College (at least one quarter) | 54% | 48% | 51% | 50% | 51% |
| Percent enrolled in 1983-84 at the University of Minnesota (Fall and/or Winter) | 50% | 37% | 59% | 40% | 47% |

TABLE IX-IV

Cumulative GPA With Ns and Without Ns for 1982-83 TRIO Students; Cumulative Number of Credits Completed; and Cumulative Credit Completion Ratio as of Winter 1984

| | ICS | Counseling | Tutoring | Control | TRIO Total |
|---|---|---|---|---|---|
| Number of students | 50 | 43 | 41 | 23 | 134 |
| Cumulative GPA including Ns through Winter 1984 | 2.44 | 2.15 | 2.43 | 2.16 | 2.34 |
| Cumulative GPA without Ns through Winter 1984 | 2.73 | 2.45 | 2.65 | 2.58 | 2.62 |
| Credit Completion Ration through Winter 1984 | .81 | .79 | .85 | .73 | .82 |
| Cumulative Credits Completed through Winter 1984 | 82.20 | 78.56 | 91.83 | 74.52 | 83.98 |
| Total degree credits through Winter 1984 | 88.78 | 86.76 | 98.56 | 81.00 | 91.12 |
| Total quarters registered at University of Minnesota | 8.56 | 7.81 | 9.09 | 7.70 | 8.45 |

TABLE IV-V

Percent of the 1982-83 TRIO Students Enrolled During 1983-84

| | ICS | Counseling | Tutoring | Control | TRIO Total |
|---|---|---|---|---|---|
| Total number of students enrolled during academic year 1982-83 | 85 | 69 | 111 | 44 | 265 |
| Retention rate: number of students maintaining continuous registration 1982-83 | 66 | 50 | 104 | 38 | 220 |
| Retention rate: 1982-83 proportion of students maintaining continuous registration | 78% | 72% | 94% | 86% | 83% |
| Retention rate: 1983-84 number of students maintaining continuous registration | 54 | 45 | 97 | 38 | 196 |
| Retention rate : 1983-84 proportion of students maintaining continuous registration | 64% | 65% | 87% | 86% | 74% |

TABLE IX-VI

Cumulative GPA With Ns and Without Ns for 1982-83 TRIO Students; Cumulative Number of Credits Completed; and Cumulative Credit Completion Ratio (CCR) as of Winter 1984

| | ICS (N=85) | Counseling (N=69) | Tutoring (N=114) | Control (N=44) | TRIO Total (N=267) |
|---|---|---|---|---|---|
| Number of students | 54 | 45 | 97 | 38 | 196 |
| Cumulative GPA including Ns through Winter 1984 | 2.46 | 2.47 | 2.84 | 2.31 | 2.65 |
| Cumulative GPA without Ns through Winter 1984 | 2.75 | 2.78 | 2.98 | 2.64 | 2.87 |
| Credit Completion Ratio through Winter 1984 | .82 | .81 | .89 | .78 | .85 |
| Cumulative credits completed through Winter 1984 | 53.37 | 83.11 | 72.94 | 50.92 | 69.89 |
| Total degree credits through Winter 1984 | 57.37 | 90.59 | 76.37 | 55.58 | 74.40 |
| Total quarters registered at University of Minnesota | 5.19 | 8.64 | 7.02 | 5.26 | 6.89 |

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# Appendix

## Forms Used to Collect Data Used in the Evaluation

YOU MUST TURN IN THIS FORM AT WINDOW 20 AT THE TIME OF YOUR REGISTRATION.

## Special Services Reporting Form

General College is required to collect the following information in order to qualify for special federal funding. This information is confidential and will not be reported to any other office within the University.

Last Name (Please Print) _____ First Name _____ Student I.D. No. _____

1. Year in college (check one)

___ 1) Freshman ___ 2) Sophomore ___ 3) Junior ___ 4) Senior

2. Are you financially self supporting? (check one)

___ 1) Yes ___ 2) No

3. Total number of people in your family (include yourself). If you are self-supporting, include the number of people you support. If you are supported by parents, include the total number of people in the family supported by your parents. (check one)

___ 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7 ___ 8 ___ 9 or more

4. Total yearly family income (gross). Do not include AFDC, Social Security, child support, Veterans benefits, housing assistance, or student financial aid. (check one)

| | | |
|---|---|---|
| ___ 1) Less than $6,999 | ___ 12) $17,000 - 17,999 | ___ 23) $28,000 - 28,999 |
| ___ 2) $ 7,000 - 7,999 | ___ 13) 18,000 - 18,999 | ___ 24) 29,000 - 29,999 |
| ___ 3) 8,000 - 8,999 | ___ 14) 19,000 - 19,999 | ___ 25) 30,000 - 30,999 |
| ___ 4) 9,000 - 9,999 | ___ 15) 20,000 - 20,999 | ___ 26) 31,000 - 31,999 |
| ___ 5) 10,000 - 10,999 | ___ 16) 21,000 - 21,999 | ___ 27) 32,000 - 32,999 |
| ___ 6) 11,000 - 11,999 | ___ 17) 22,000 - 22,999 | ___ 28) 33,000 - 33,999 |
| ___ 7) 12,000 - 12,999 | ___ 18) 23,000 - 23,999 | ___ 29) 34,000 - 34,999 |
| ___ 8) 13,000 - 13,999 | ___ 19) 24,000 - 24,999 | ___ 30) 35,000 - 35,999 |
| ___ 9) 14,000 - 14,999 | ___ 20) 25,000 - 25,999 | ___ 31) 36,000 - 36,999 |
| ___10) 15,000 - 15,999 | ___ 21) 26,000 - 26,999 | ___ 32) 37,000 or more |
| ___11) 16,000 - 16,999 | ___ 22) 27,000 - 27,999 | |

5. Are you receiving financial aid? (check one)

___ 1) Yes ___ 2) No

6. Do you have a physical, emotional or learning disability? (check one)

___ 1) Yes (specify)_____ ___ 2) No

If yes, what services do you need because of your disability? (specify)

_____

7. Did either your mother or father receive a four-year degree from a college or university? (check one)

___ 1 Yes ___ 2) No

(11-82)

General College, University of Minnesota
GENERAL COLLEGE STUDENT SURVEY

Please complete all questions on this survey. The information requested in this survey will help the General College faculty to provide better services and develop programs to meet your needs. Please CIRCLE one answer for each question except when requested to do otherwise.

NAME: _____ AGE: _____ I.D. No.: _____

1. Sex: (1) Female (2) Male

2. Ethnic background:

(1) American Indian/Alaskan Native
(2) Asian/Pacific Islander
(3) Black - non-Hispanic origin
(4) Chicano (Mexican American)
(5) Other Hispanic origin
(6) Caucasian - non-Hispanic origin
(7) Other (please specify) _____

3. Will you receive financial aid to attend college:

(1) Yes (2) No (3) I applied but haven't heard yet if I will receive financial aid

4. Will you work while attending college?

(1) No
(2) Yes, 1-10 hours/week
(3) Yes, 11-20 hours/week
(4) Yes, 21-35 hours/week
(5) Yes, 36 or more hours/week
(6) Not sure

5. Do you plan to transfer from General College?

(1) No
(2) Yes, to another college within the University
(3) Yes, to another college outside of the University
(4) Not sure

6. What is the highest grade level you completed before enrolling in General College?

(1) 8th grade or less
(2) Some high school
(3) High school graduation
(4) G.E.D. diploma
(5) One year or less of college
(6) Two years or more of college
(7) Other (please specify) _____

7. How many years has it been since you last attended any school?

(1) Less than 1 year
(2) 1-2 years
(3) 3-5 years
(4) 6-10 years
(5) More than 10 years

8. What is the highest academic degree you wish to obtain?

(1) None
(2) Certificate (less than Associate degree)
(3) Associate's degree
(4) Bachelor's degree
(5) Master's degree
(6) Doctorate degree

9. How well prepared to you feel in the following areas? (Mark one in each row.)

| | Very Well | Fairly Well | Not Well |
|---|---|---|---|
| Mathematical skills | | | |
| Writing skills | | | |
| Reading skills | | | |
| Study skills (notetaking, text reading, outlining) | | | |
| Musical and artistic skills | | | |
| Library and research skills | | | |
| Time management skills | | | |
| Science | | | |
| History, social sciences | | | |
| Art, music, literature appreciation | | | |
| Decision-making skills | | | |
| Career & college major plans | | | |

10. In which of the following areas will you use GC counseling services to help you? (Mark all that apply.)

(1) Financial
(2) Family
(3) Study skills
(4) Career or educational planning
(5) Making friends
(6) Marriage or couples
(7) General stress reduction
(8) Chemical dependency (drugs or alcohol)
(9) Test or speech anxiety
(10) Other (please specify) _____

11. What are you planning to major in?

(1) Undecided
(2) Business
(3) Humanities (e.g., literature, philosophy, art, etc.)
(4) Social science (e.g., psychology) sociology, history, etc.)
(5) Math or science (e.g., engineering, math, biology, computer systems, physics, agriculture, chemistry, etc.)
(6) Medical science (e.g., nursing, dental hygiene, occupational or physical therapy, etc.)
(7) Education (e.g., elementary, secondary, physical education, etc.)
(8) Other (please specify) _____

_____

12. What is the highest educational level of your parents? (Mark one in each column.)

| | Mother | Father |
|---|---|---|
| 8th grade or less | | |
| Some high school | | |
| High school graduate or equivalent | | |
| Some college | | |
| Post high school vocational training or certificate | | |
| Bachelor's degree | | |
| Master's degree | | |
| Doctorate degree | | |

13. Do you have a physical, emotional, or learning disability?

Yes (specify) _____ No _____

What services do you need because of your disability?

(Specify) _____

Rev. 8-82

## ATTITUDE INVENTORY

This inventory includes questions concerning the way you view yourself and others. There are no right or wrong answers. Please answer each question as quickly and honestly as it is possible to answer. Circle only one response per question.

Student I.D. No. Student Name (Last, First, Middle Initial)

| | (circle one for each question) | | | | |
|---|---|---|---|---|---|
| 1. How often do you have the feeling there is nothing you can do well? | 1 very often | 2 fairly often | 3 some-times | 4 once in a great while | 5 practi-cally never |
| 2. How often do you feel that you have hand-led yourself well at a social gathering? | 1 practi-cally never | 2 once in a great while | 3 some-times | 4 fairly often | 5 very often |
| 3. How often do you worry about whether other people like to be with you? | 1 very often | 2 fairly often | 3 some-times | 4 once in a great while | 5 practi-cally never |
| 4. How often do you feel self-conscious? | 1 very often | 2 fairly often | 3 some-times | 4 once in a great while | 5 practi-cally never |
| 5. How confident do you feel that some day the people you know will look up to you and respect you? | 1 very un-confi-dent | 2 fairly uncon-fident | 3 some-times | 4 fairly confi-dent | 5 very confident |
| 6. Do you ever feel so discouraged with your-self that you wonder whether anything is worthwhile? | 1 very often | 2 fairly often | 3 some-times | 4 once in a great while | 5 practi-cally never |
| 7. In general, how con-fident do you feel about your abilities? | 1 very uncon-fident | 2 fairly uncon-fident | 3 some-times | 4 fairly confi-dent | 5 very confi-dent |
| 8. Do you ever think that you are a worthless individual? | 1 very often | 2 fairly often | 3 some-times | 4 once in a great while | 5 practi-cally never |
| 9. How often do you have the feeling that you can do every-thing well? | 1 practi-cally never | 2 once in a great while | 3 some-times | 4 fairly often | 5 very often |

(circle one for each question)

| | | | | | |
|---|---|---|---|---|---|
| 10. How often are you troubled with shyness? | 1 very often | 2 fairly often | 3 some-times | 4 once in a great while | 5 practi-cally never |
| 11. How comfortable are you when starting a conversation with people whom you don't know? | 1 very uncom-fort-able | 2 fairly uncom-fort-able | 3 aver-age | 4 fairly comfor-table | 5 very comfor-table |
| 12. How sure of yourself do you feel when among strangers? | 1 very unsure | 2 fairly unsure | 3 aver-age | 4 fairly sure | 5 very sure |
| 13. When you speak in a class discussion, how sure of yourself do you feel? | 1 very unsure | 2 fairly unsure | 3 aver-age | 4 fairly sure | 5 very sure |
| 14. How often do you feel inferior to most of the people you know? | 1 very often | 2 fairly often | 3 some-times | 4 once in a great while | 5 practi-cally never |
| 15. How confident are you that your success in your future job or career is assured? | 1 very un-confi-dent | 2 fairly uncon-fident | 3 some-times | 4 fairly confi-dent | 5 very confi-dent |
| 16. When you have to talk in front of a class or a group of people your own age, how afraid or worried do you usually feel? | 1 very afraid | 2 fairly afraid | 3 aver-age | 4 fairly una-fraid | 5 very una-fraid |
| 17. When you talk in front of a class or a group of people your own age, how pleased are you with your performance? | 1 very dis-pleased | 2 fairly dis-pleased | 3 aver-age | 4 fairly pleased | 5 very pleased |
| 18. How often do you feel that you dislike yourself? | 1 very often | 2 fairly often | 3 some-times | 4 once in a great while | 5 practi-cally never |
| 19. How much do you worry about how well you get along with others? | 1 very often | 2 fairly often | 3 some-times | 4 once in a great while | 5 practi-cally never |
| 20. How often do you feel that you are a successful person? | 1 practi-cally never | 2 once in a great while | 3 some-times | 4 fairly often | 5 very often |

General College
Retention Programs

Individual Registration Record

_____/_____/___ _____

Last Name First Name Init. Student I.D. No.

Attended Summer Institute?

____ Yes
____ No

Registered for Special Program?

____ Yes
____ No

If yes, (check one)

____ Commanding English
____ PEP I (American Indian)
____ Pep II (Chicano)
____ Pep III (Black)
____ TRIO Integrated Course of Study

---

TRIO Office Use Only

General College Placement Program Scores

| | |
|---|---|
| Reading (RPT) | __ __ / 3 5 |
| Writing (WEEPT) | __ __ / 4 0 |
| Math: | |
| Whole Numbers | __ __ / 0 7 |
| Arithmetic Total | __ __ / 2 5 |
| Algebra | __ __ / 2 0 |

Quarter Taken __ __ / __ __
SP, FA WI, SU Year

General College TRIO Program
Student Satisfaction Survey

Student I.D. No. _ _ _ _ _ _ _ _ _ Student Name _____ _____
Last (please print) First

The following questions focus on your opinions about the TRIO program. Please circle one number for each statement to indicate the extent to which you agree or disagre with it.

| | strongly disagree | disagree | agree | strongly agree | very strongly agree |
|---|---|---|---|---|---|
| 1. The TRIO program helped me stay in school. | 1 | 2 | 3 | 4 | 5 |
| 2. I have more confidence in myself as a student now than I did last fall as a result of the TRIO program. | 1 | 2 | 3 | 4 | 5 |
| 3. The TRIO staff has not been very supportive of me in my efforts as a student. | 1 | 2 | 3 | 4 | 5 |
| 4. The TRIO staff has been accessible to me when I needed help. | 1 | 2 | 3 | 4 | 5 |
| 5. My skills in organization have not improved this year from being in the TRIO program. | 1 | 2 | 3 | 4 | 5 |
| 6. The TRIO program has not helped me to make career plans. | 1 | 2 | 3 | 4 | 5 |
| 7. My long-range planning skills have improved this year as a result of participating in the TRIO program. | 1 | 2 | 3 | 4 | 5 |
| 8. Overall, I am satisfied with the TRIO program. | 1 | 2 | 3 | 4 | 5 |
| 9. I would not recommend the program to friends and relatives. | 1 | 2 | 3 | 4 | 5 |
| 10. I was more motivated to continue school when I started last fall than I am now. | 1 | 2 | 3 | 4 | 5 |
| 11. Because of the TRIO program, I am more aware of University and community resources (such as financial aid, daycare, and student support services) and how to use them. | 1 | 2 | 3 | 4 | 5 |

12. Which services, programs, or courses have been <u>most helpful</u> to you at the University?

13. Which services, programs, or courses have been <u>least helpful</u> to you at the University?

14. How do you think the program could be improved?

15. Do you have additional comments you'd like to make?

## TRIO Program Exit Review

Name _____ I.D. No. _____

Survival Seminar Instructor _____ Quarter Entering _____

Quarter Leaving _____

Reason for Leaving:

___ 1) Satisfactory academic progress

___ 2) Transfer to another university or college (specify)

_____

___ 3) Graduated

___ 4) Insufficient financial aid

___ 5) Entered armed forces

___ 6) Personal reasons

___ 7) Health

___ 8) Death

___ 9) Academic dismissal (from school)

___ 10) Administrative dismissal (from school)

___ 11) Continued participation unprofitable

___ 12) Other (specify) _____

_____

Immediate plans:

_____

_____

_____

Still in school:

___ Yes ___ No

Utilized counseling prior to leaving?

___ Yes ___ No

TRIO Special Services

Program Utilization Summary

Name/Last_____/First_____MI____

I.D. No. _____ Service Group_____

| | Number of Times Utilized | Total Duration In Hours |
|---|---|---|
| 1) Services for physically disabled | _____ | _____ |
| 2) Services for students of limited English-speaking ability | _____ | _____ |
| 3) Student orientation | _____ | _____ |
| 4) Individual counseling | _____ | _____ |
| 5) Group counseling | _____ | _____ |
| 6) College re-entrance counseling for dropouts | _____ | _____ |
| 7) Tutoring | _____ | _____ |
| 8) Classroom instruction in basic skills | _____ | _____ |
| 9) Cultural enrichment activities | _____ | _____ |
| 10) Referrals to health, employment, housing, and legal agencies and resources | _____ | _____ |